



# FOX WOOD SCHOOL DEVELOPMENT PLAN

**1<sup>ST</sup> APRIL 2019 – 31<sup>ST</sup> MARCH 2020**

<p>1. Leadership and Management – Lead Lucinda Duffy</p> <ol style="list-style-type: none"><li>1) Improve the School Website as a communication tool and window to the world</li><li>2) To further strengthen Safeguarding procedures throughout the school</li><li>3) To increase awareness and impact of the school's aims and strategies for all pupils with SEND, across the local community, through a publicised outreach offer</li><li>4) To strengthen Governors challenge by improved monitoring and questioning across school</li></ol>	<p>2. Quality of Education – Lead Lianne Buchanan</p> <ol style="list-style-type: none"><li>1) FUNctional curriculum to be embedded and all stakeholders to be clear on the purpose and impact of this</li><li>2) Evidence for Learning to be further implemented and utilised, for all Key Stages, to assist us in demonstrating progress, engagement and curriculum coverage</li><li>3) Further strengthen quality control of assessment and ensure that information gained is used to inform the next phase of learning and life</li><li>4) Introduce EYFS communication targets directly linked to each child's EHCP through a personalised framework on Evidence for Learning</li></ol>
<p>3. Behaviour and Attitudes – Lead Jade Ashton</p> <ol style="list-style-type: none"><li>1) To further develop anti-bullying within school, through assigning kindness champions to promote a positive and safe environment for all pupils.</li><li>2) To further develop the understanding and communication of emotions leading to self-regulation for all pupils.</li><li>3) To promote and improve the attendance for all pupils.</li></ol>	<p>4. Personal Development – Lead Louise Messham</p> <ol style="list-style-type: none"><li>1) To develop and embed preparation for adulthood through careers and work experience</li><li>2) Increase all pupils' opportunities of life skills through the implementation of a sound Forest Schools programme of study.</li><li>3) Further develop pupil and parental voice to ensure communication is a key part of school life</li><li>4) Ensure Mental Health and Wellbeing strategies are embedded throughout school</li></ol>

**FOCUS AREA: Leadership and Management**

**SLT LEAD: Lucinda Duffy**

**1.1 Improve the School Website as a communication tool and window to the world**

<b>Task</b>	<b>By when?</b>	<b>Success Criteria</b>	<b>What difference will it make to pupils?</b>	<b>Lead</b>	<b>Monitoring</b>	<b>Budget implications?</b>
Finalise the design and layout of a new school website	March 2019	A new design and layout has been agreed by members of SLT and instructions shared with web design company	Pupils will have a more accessible and appealing website which better reflects their school and clarifies our aims and agreed approaches for all stakeholders	Gemma Greaves	SLT – Gemma to present new design options to	New website
Ensure that new website is fully Ofsted compliant and have this confirmed by an external source	Version1 - June 2019 Version2 – July 2019 Review and update – September 2019 Review and update – March 2019	The new website meets all of the required statutory criteria and follows best practice guidance	Pupils and families have access to all statutory and best practice guidance and information. Pupils can take pride in sharing information about their school with others	Gemma Greaves and Lucinda Duffy	SLT and Governors focus group to RAG rate in June 2019 and suggest any amendments.  External company to complete a compliance exercise in July 2019	Compliance exercise costs
Ensure that FUNctional skills are being promoted effectively and regularly, in line with whole school focus	November 2019 Review January 2020	Those who access the website have a good understanding of FUNctional skills and what this means in day to day practice for all Fox Wood pupils	Pupils and parents will be able to refer to this to gain a better understanding of the range of FUNctional skills opportunities and this will promote transference of skills	Dale Holden and Lyndsey Phillips	Lianne Buchanan and Lucinda Duffy	TLR time

**FOCUS AREA: Leadership and Management****SLT LEAD: Lucinda Duffy****1.2 To further strengthen Safeguarding procedures throughout the school**

<b>Task</b>	<b>By when?</b>	<b>Success Criteria</b>	<b>What difference will it make to pupils?</b>	<b>Lead</b>	<b>Monitoring</b>	<b>Budget implications?</b>
Plan an action plan to update the School Development Plan, based on the findings of the LA Safeguarding Audit	Safeguarding Audit 15 <sup>th</sup> March 2019  School Development Plan updated by 31 <sup>st</sup> March 2019	Safeguarding Audit has taken place and analysis of report/findings leads to an externally moderated action plan based on best practice.	Pupils will receive best practice in relation to all aspects of Safeguarding.	Lianne Buchanan and Lucinda Duffy	LA Safeguarding Officer  Trish Chapman (Safeguarding Link Governor)	DHT and HT meeting time

**\*This will be updated once the above audit has been completed to ensure that the SDP reflects the outcomes identified within the LA audit.**

## FOCUS AREA: Leadership and Management

SLT LEAD: Lucinda Duffy

### 1.3 To increase awareness and impact of the school's aims and strategies for all pupils with SEND, across the local community, through a publicised outreach offer

Task	By when?	Success Criteria	What difference will it make to pupils?	Lead	Monitoring	Budget implications?
Create an outreach service referral form for external professionals to request training/advice	March 2019	A form exists which cover all of the information required to be able to allocate appropriate training/advice	Improved SEND understanding and provision for pupils across Warrington	Lianne Buchanan	Lucinda Duffy	DHT time
Create an outreach offer brochure that advertises the aims, benefits and costs of the training and support available from Fox Wood staff	April 2019	Outreach offer brochure is produced that makes clear aims, benefits, options and costs	Improved SEND understanding and provision for pupils across Warrington	Lianne Buchanan and Louise Messham	Lucinda Duffy	DHT and AHT time  Costs to take into account the cover implications plus an amount to create a revenue stream
Share the outreach offer with Governors and act upon any feedback	April 2019	Governors have a good understanding of the outreach offer available and have approved this	Improved SEND understanding and provision for pupils across Warrington	Lucinda Duffy	Governors	HT time
Advertise the outreach offer to all Warrington Schools and monitor take-up	April 2019  September 2019  January 2020	Outreach offer is advertised to all schools within Warrington and a record is kept of take-up/ expressions of interest. Staff leading training/outreach and asked to consider and share if they encounter strategies/activities that could be beneficial to FW pupils	Improved SEND understanding and provision for pupils across Warrington, enhanced opportunities and curriculum for Fox Wood pupils	Lucinda Duffy	Governors	HT time  (potential source of income, dependant on take-up)
Create an evaluation form for any training/advice sourced to gauge the success of this	April 2019	Evaluation form exists which covers all the information required to gauge feedback and learn from this	Improved SEND understanding and provision for pupils across Warrington	Lianne Buchanan	Lucinda Duffy Governors	DHT and HT time Govs meeting time

**FOCUS AREA: Leadership and Management**

**SLT LEAD: Lucinda Duffy**

**1.4 To strengthen Governors challenge by improved monitoring and questioning across school**

<b>Task</b>	<b>By when?</b>	<b>Success Criteria</b>	<b>What difference will it make to pupils?</b>	<b>Lead</b>	<b>Monitoring</b>	<b>Budget implications?</b>
Introduce a learning walk monitoring form for Governors to encourage more formalised recording and sharing of information	March 2019	There is a learning walk monitoring form that identifies key areas for consideration and which provides opportunities for constructive feedback to staff and Governors	Governors will have a better understanding of pupils' needs and experiences and this will equip them to hold leaders to account and ensure that the aims and values of the school are seen in day to day practice, in the best interests of all pupils.	Lucinda Duffy	Trish Chapman	HT time
Link Governors to gain updates from Senior Leaders in relation to focus areas, ask any pertinent questions and provide feedback to Governors	April 2019 September 2019 January 2020	There are termly update opportunities in relation to Pupil Premium, Sports Grant and Safeguarding	The most vulnerable pupils in school will receive the very best practice, and the impact of any additional support/funding will be analysed and reviewed regularly.	Lianne Buchanan and Louise Messham	Lucinda Duffy and Trish Chapman	DHT and AHT time
Further equip Governors with the skills to ask challenging questions in a confident and constructive manner	May 2019	Governors have received training in relation to this area and this is reflected in the minutes of Governors meetings	This will equip Governors to hold leaders to account and ensure that the aims and values of the school are seen in day to day decisions made, in the best interests of all pupils	Lucinda Duffy	Trish Chapman	Gov training costs for a bespoke package facilitated by Cole Andrew (SEND Consultant)

## FOCUS AREA: Quality of Education

SLT LEAD: Lianne Buchanan

### 2.1 FUNctional curriculum to be embedded and all stakeholders to be clear on the purpose and impact of this approach

Task	By when?	Success Criteria	What difference will it make to pupils?	Lead	Monitoring	Budget implications?
FUNctional skills learning walk	4 <sup>th</sup> and 6 <sup>th</sup> March 2019	Governors learning walk carried out to ensure they have a good understanding of provision in this area	Learning walk feedback used to inform future development, best practice shared, pupils benefitting from increased opportunities	Governors	Lucinda Duffy	Governors' Time
FUNctional curriculum fully embedded into each curriculum tier	Spring term 2019	FUNctional skills evident in planning, EfL, pupils transferring skills within other curriculum areas, ideas generated for each curriculum tier and shared amongst staff	Shared practice leading to consistency, transference of skills will lead to increased pupil progress in maths and English and across other curriculum areas	Lyndsey Philips Dale Holden  Rita McHugh Jo Simpson	Lianne Buchanan	English TLR Time Maths TLR time
Training for staff in how to promote FUNctional skills	Spring term 2019	Focused Support team training TA's during FUNctional skills sessions, teacher learn and share, use of FUNctional skills tag on EfL	Trained staff able to support pupils to further develop their FUNctional skills. Evidence of pupils using FUNctional skills across the curriculum collected on EfL	Lyndsey Philips and Dale Holden	Lianne Buchanan	TLR time
Promote FUNctional skills to key stakeholders	Spring term 2019	FUNctional skills blog set up, TLR leads populating blog and sharing good practice	Blog shared with pupils to enable them to see progress over time and suggest ideas to lead their own learning	Lyndsey Philips and Dale Holden	Lianne Buchanan	TLR time
TLR lead work scrutiny for FUNctional skills	Summer term 2019	TLR leads using EfL to review practice in FUNctional skills – plan further development of provision and outcomes linked to information gained	Monitoring activities being used to further develop provision and outcomes for pupils	Lyndsey Philips and Dale Holden	Lianne Buchanan	TLR time
PM targets for 2019/20 set for development of FUNctional skills	Autumn term 2019	Whole school target for the development of FUNctional skills set for all staff through PM cycle	Pupils benefitting from increased focus on development of provision and outcomes through FUNctional skills in real life scenarios	Lianne Buchanan	SLT	PM meeting time

## FOCUS AREA: Quality of Education

SLT LEAD: Lianne Buchanan

### 2.2 Evidence for Learning to be further implemented and utilised, for all Key Stages, to assist us in demonstrating progress, engagement and curriculum coverage

Task	By when?	Success Criteria	What difference will it make to pupils?	Lead	Monitoring	Budget implications?
Carry out peer monitoring of EfL	March 2019	Best practice shared, consistency across key stages, pupil input and progress evident	Pupils self-assessing on EfL and to review their work and progress, review of curriculum coverage – amendments	Lianne Buchanan	Lucinda Duffy	Meeting time
Support college lead to develop use of EfL	Spring 2 2019	College staff following template, agreed accreditation frameworks added	Pupils will have online work files, engaging in self-assessment and self review, progress evident over time	Lynne Ledgard	Lianne Buchanan	Meeting and review time
Identify and train EfL champions	Summer 1 2019	EfL champions able to support staff, increased monitoring of curriculum coverage, promote video evidence	Increased evidence recorded, increased use of video clips to further support pupil review, engagement and self-assessment	Lianne Buchanan	Lucinda Duffy	Training time
Evidence to focus on learning that took place	Summer 1 2019	Staff writing what learning took place rather than describing activity	Accurate record of engagement leading to more focused 'next steps' and linked progress	Lianne Buchanan EfL Champs	Lucinda Duffy	Staff meeting time, review time
Development of subject leader monitoring using EfL	Summer 1 2019	Subject leaders confident in how to filter/review evidence, monitoring activities informing subject action planning	Development of subject provision for the pupils based on monitoring findings, increased progress for pupils across the breadth of the curriculum	Subject leaders	Lianne Buchanan	Subject leader time
Increase parental engagement with EfL	Summer 2 2019	EfL parent workshop, increased parental uploads/comments, home learning opportunities increased involvement with EfL NW cluster group	Home learning opportunities increased –consistent approach between home and school, wider use of video clips to show engagement, improved communication about progress between home and school	Lianne Buchanan EfL Champions	Lucinda Duffy	Parent workshop time, review time
Move EYFS onto EfL platform	September 2019	EYFS pupils to use EfL rather than Tapestry EYFS staff trained on EfL Use of EYFS framework within EfL to collect evidence	Home learning opportunities increased –consistent approach between home and school, improved communication about EYFS progress between home and school	Lianne Buchanan EfL Champions	Lucinda Duffy	Time
Develop PLG for EHCP outcomes	Autumn Term 2019	EfL used to collect evidence of progress towards EHCP targets EfL used to support annual review process	Pupils will have evidence of progress over time towards their EHCP targets Clear evidence of how EHCP targets filter down into practice	Lianne Buchanan	Lucinda Duffy	Support time from Alan Wood

## FOCUS AREA: Quality of Education

SLT LEAD: Lianne Buchanan

### 2.3 Further strengthen quality control of assessment and ensure that information gained is used to inform the next phase of learning and life

Task	By when?	Success Criteria	What difference will it make to pupils?	Lead	Monitoring	Budget implications?
New target sheets to be completed by class teachers	February 2019	Teachers will set updated targets based on the new 'steps' and share these with pupils	Pupils will be clear about expectations and success criteria (shared in an appropriate manner)	Class teachers	Lianne Buchanan	Time in Arts Week
NWSAG comparative data 18-19 shared with staff and pupils	Summer Term 2019	'Flight paths' set from the new NWSAG comparative data, 'expected progress' defined	Measure of 'expected progress' will be clear, pupils can see their progress tracked on the flight path visually Information gained is used to tailor what happens next for pupils	Lianne Buchanan and class teachers	Lucinda Duffy	NWSAG meeting time, time off site
Streamline assessment procedures from KS4 into college	Summer Term 2019	Clear transition and streamlined assessment procedures, pupils building credits	Pupils will benefit from a well-planned transition, continued assessment approach – building on credits to promote attainment	Lynne Ledgard	Lianne Buchanan	College meeting time
June data drop to inform curriculum development	Summer Term 2 2019	Information gained from the June data drop will inform curriculum development ready for September	Subject leaders will consider the next phase of learning for pupils and resource this appropriately, pupils will be prepared for their next phase in life	Subject leaders	Lianne Buchanan	Data team time
Further develop internal and external moderation	Autumn Term 2019	Robust internal and external moderation (NWSCAP, EYFS, EfL) to ensure quality assurance of our judgements	Information gained used to tailor what happens next for pupils Pupils benefit from accurate assessment and more focused 'next steps'	Lianne Buchanan and class teachers	Lucinda Duffy	Meeting time, Travel costs
Look for further opportunities to quality control	Autumn Term 2019	Peer visits to other special schools for subject review through NWSCAP links	New ideas used to further drive curriculum improvement for the pupils, pupils benefiting from wider opportunities	Lianne Buchanan and class teachers	Lucinda Duffy	Subject leader Time Travel costs SLT meeting time



**FOCUS AREA: Quality of Education**

**SLT LEAD: Lianne Buchanan**

**2.4 Introduce EYFS communication targets directly linked to each child's EHCP through a personalised framework on Evidence for learning**

<b>Task</b>	<b>By when?</b>	<b>Success Criteria</b>	<b>What difference will it make to pupils?</b>	<b>Lead</b>	<b>Monitoring</b>	<b>Budget implications?</b>
Review EHC Plans for all new starters	September 2019	All EHC Plans in place for new starters, targets shared with EYFS staff team	Targets will be shared with pupils in an appropriate manner, pupils and parents will be aware of expectations	EYFS Teacher	Lianne Buchanan	EYFS Teacher time
EYFS teacher to work alongside SaLT to break down communication targets	October 2019	Framework built on EfL with overarching target and smaller targets set by	pupils aware of set targets and success criteria, pupils will be able to view evidence on EfL and self-assess as appropriate	EYFS teacher	Lianne Buchanan	EYFS teacher time
Communication TA's to work with EYFS pupils as a 'booster'	October 2019	EYFS pupils will make increased progress towards their set C&L targets as evidenced through B Squared and EfL	Pupils will make increased progress and benefit from 1:1 sessions to practice their skills and transfer their knowledge to different settings, including in the community	Communication TA's	Lyndsey Phillips	Cover costs for communication TA's (already arranged)
Evidence collected on EfL	Autumn Term 2019	Photographs and particularly video clips collected on EfL and shared with pupils and parents eg use of PODD book, PECS	Pupils will benefit from a consistent approach to communication between home and school, pupils will make progress against the C&L curriculum as evidenced through B Squared	EYFS team	Lianne Buchanan	EYFS team time after school
'Little Learners' sessions delivered with parents/carers	Autumn 2 2019 Spring 1 2020	Parents/carers engaging with planned 'Little Learners' sessions e.g. Stay and Play, communication strategies, how to access and upload to EfL	Pupils will benefit from the consistent approach between home and school, evidence sharing between class and parents on EfL, pupils will make progress against the C&L curriculum as evidenced through B Squared, pupils will increase their functional communication	EYFS team	Lianne Buchanan	EYFS team time to plan and deliver sessions
Develop high tech communication (eg Clicker 7, Snap and Core)	Spring term 2020	B Squared data shows an increase in C&L, pupils will use their communication strategies to communicate at school, home and out in the community	Pupils make increased progress in their C&L as evidenced through B Squared and EfL , pupils will use this to communicate functionally, including out in the community	EYFS team	Lianne Buchanan	Cost of chosen app on the class iPad

## FOCUS AREA: Behaviour and Attitudes

SLT LEAD: Jade Ashton

### 3.1 To further develop anti-bullying within school, through assigning kindness champions to promote a positive and safe environment for all pupils

Task	By when?	Success Criteria	What difference will it make to pupils?	Lead	Monitoring	Budget implications?
Assign two kindness champions within each key stage each term to promote safe and positive school.	April 2019 Changed Termly	Pupils within key stages to vote termly for two kindness champion. Pupils to receive a champion badge to wear in school	Pupils will be able to vote for a pupil within their key stage whom they feel is kind, caring and approachable. Kindness champions will be given responsibility to support other pupils around school and during play time.	Jade Ashton	Lucinda Duffy	Kindness Champion badges.
Kindness Champions to deliver certificates to pupils within Key stage, demonstrating kind behaviours around school.	April 2019 Weekly	Pupils will receive a certificate to promote kind and caring actions from the kindness Champions during weekly certificate assemblies.	Pupils will recognise when others have been kind and caring towards them or other peers within school. Kindness Champions will choose which pupils receive certificates.	Jade Ashton	Lucinda Duffy	Kindness certificates.
Kindness board created and changed every half term promoting anti-bullying and kindness. Include Kindness Champions on the board.	April 2019 Termly	Information is shared with pupils and parents on a display and notice board in reception, edited half termly to share certificates and champions.	Pupils and parents will be aware of appointed Champions and pupils who have received certificates and anti-bullying/kindness rules. Champions and creativity counts to create display board art work.	Jade Ashton Louise Campbell (creativity counts)	Lucinda Duffy	Time to change the display board half termly. Creativity counts club to design and create art work for board with Louise Campbell leading.
Information shared with parents via Facebook, website and newsletters regarding kindness champions and kindness certificates for the half term.	April 2019 Weekly updates via Facebook	Information will be shared weekly on Facebook regarding certificates and half termly information shared on the newsletter.	Pupils will have the opportunity to read half termly newsletter and see information on the newsletter and Facebook with parents.	Jade Ashton  Alison Wright (newsletter)	Lucinda Duffy	Pupil support manager time to write newsletter and Facebook.

**FOCUS AREA: Behaviour and Attitudes**

**SLT LEAD: Jade Ashton**

**3.2 To further develop the understanding and communication of emotions leading to self-regulation for all pupils.**

<b>Task</b>	<b>By when?</b>	<b>Success Criteria</b>	<b>What difference will it make to pupils?</b>	<b>Lead</b>	<b>Monitoring</b>	<b>Budget implications?</b>
Introduce emotions to EYFS pupils following emotions guidelines.	Summer Term	Staff to use intensive interaction and mirrors for EYFS pupils to become familiar with their own emotions and facial expressions daily.	EYFS pupils will begin to identify and understand their emotions within the reception class and begin to understand how they feel in relation to specific activities, times of the day etc.	EYFS Teacher	Jade Ashton	Mirrors Time to prepare and make emotions cards.
Pupils to use mirrors and feelings charts when they arrive into school as part of daily routine and express how they feel.	Summer Term	Staff will support Pupils to match symbols or photographs to identify the specific emotion they see in the mirror each day to become familiar with own emotions and encourage use symbol boards to say 'I feel happy/sad.'	Pupils will become familiar with their own emotions and how they present these by using the mirrors each day. Pupils will begin to identify when they feel a particular emotion and the symbols they can use to express this appropriately. 'I feel happy.'	Class Teachers	Jade Ashton	Mirrors and time to prepare and make emotion cards.
Pupils to use an emotions chart and a sensory choice board to support communicating emotions and self-regulation strategies.	Autumn Term	Pupils to use the emotions board to express how they feel and an activity they need to self-regulate themselves when feeling sad, angry etc. Inclusion of sensory diet choices.	Pupils will begin to understand their own emotions, how to communicate and express these appropriately and make choices to self-regulate and deal with own emotions.	Class Teacher	Jade Ashton	Time to prepare emotion boards and sensory choice board.

## FOCUS AREA: Behaviour and Attitudes

SLT LEAD: Jade Ashton

### 3.3 To promote and improve the attendance for all pupils

Task	By when?	Success Criteria	What difference will it make to pupils?	Lead	Monitoring	Budget implications?
Classes to have attendance charts to monitor each pupil's attendance weekly and receive a class certificate for the highest attendance in certificate assembly.	Autumn Term	Each class will monitor pupil's attendance; each pupil will put a star on the day of the week when they arrive to school. The class with the highest attendance will receive a certificate during certificate assembly	Pupils will begin to understand importance of attendance in school and receive certificates for the class with highest attendance	Class Teachers	Jade Ashton (organise certificates)	Attendance certificates Time to prepare class attendance boards.
Whole school attendance charts to monitor classes with the highest attendance which will be edited and monitored termly.	Autumn Term	A whole school chart will display each class and their level of attendance for each half term. Classes with the highest attendance will receive a termly certificate. All pupils will receive a personal certificate with their attendance percentage and information regarding the effects of low or high attendance.	Pupils will become familiar with attendance and work together as a team to increase attendance and receive certificates. Offers pupils responsibility of own attendance and punctuality within school. Pupils can use images on the personal certificates to understand own attendance and why it is important to attend school.	Rachel Johnson Office Staff	Jade Ashton	Time to create whole school attendance chart Office staff allocated time to produce certificates with attendance figures on.
Information to be shared via Facebook, newsletter and website regarding high attendance and classes who have received certificates.	Autumn Term	Information will be shared weekly on Facebook regarding classes receiving the high attendance certificate and termly newsletters and website updates for highest attendance for the term displayed on the charts.	Pupils will be able to view website, newsletter and Facebook to see their class certificates and information with parents and share their success.	Rachel Johnson Jade Ashton	Lucinda Duffy	Time to review attendance and update information via website, Facebook and newsletters.

## FOCUS AREA: Personal Development

SLT LEAD: Louise Messham

### 4.1 To develop and embed preparation for adulthood through careers and work experience

Task	By when?	Success Criteria	What difference will it make to pupils?	Lead	Monitoring	Budget implications?
Ensure that school meets the 8 Gatsby benchmarks of good career guidance.	Summer Term 19	Clear careers programme developed and documented. Clear markers for assessing the programme and impact it will have on pupils.	Pupils will have a career pathway which will be clear to themselves, school, parents and potential employment opportunities. Pupils will access high quality careers guidance	Andrew Poskitt	Louise Messham	Curriculum coordinator time. Assistant Head time
Develop and roll out to staff a KS1 and KS2 careers grid detailing pupil access to work	Spring Term 19	Clear programme of delivery for pupils in KS1 and 2 Monitoring opportunity to assure pupils are meeting expectations. Quality assure that we are covering the 8 Gatsby benchmarks.	Pupils will have clear goals and achievements to meet. Pupils will achieve all aspects of their career programme. Pupils will receive bespoke careers guidance in line with their Key stage.	Louise Messham Louise Campbell	Louise Messham	Assistant Head time Time with Louise Campbell
Forge links with local businesses' to improve work experience opportunities.	Autumn Term 19	Solid links with local businesses'. Promote community cohesion with the local area, parents, governors and stakeholders. Share experience with pupils, parents, governors, businesses and stakeholders	Secure links will ensure pupil's meet school careers programme. Improved SEMH outcomes for pupils during participation. Parental engagement with businesses' and the community outside of school hours.	Louise Messham	SLT	Assistant Head time Time for Louise Campbell

## FOCUS AREA: Personal Development

SLT LEAD: Louise Messham

### 4.2 Increase all pupil's opportunities of life skills through the implementation of a sound Forest Schools programme of study.

Task	By when?	Success Criteria	What difference will it make to pupils?	Lead	Monitoring	Budget implications?
Re-timetable the opportunity for forest schools/outdoor learning within the weekly enrichment times.	Summer Term 19	Weekly timetabled forest school/outdoor learning sessions. Upper and lower school pupils access on a rolling programme. EYFS access weekly outdoor learning sessions. Forest schools/outdoor learning should be evidenced cross curricula.	Pupils will develop valuable life skills and SEMH strategies consistent with developmental goals and preparing for adulthood. Pupils will be provided with more forest schools/outdoor learning opportunities across all areas of the curriculum	Jade Ashton Sam Scott	Louise Messham	TLR/subject coordinator time.
Embed cross curricular teaching through the use of forest schools and outdoor learning	Summer Term 19	Deliver staff training to share forest school/outdoor learning practice. Increase staff confidence and access to a resource bank to deliver cross circularly. MTP to show aspects of forest schools/outdoor learning is evident for all pupils.	Forest schools/outdoor learning will promote life skills, independence and valuable learning opportunities. Cross curricular learning is achieved and pupils are supported to make good progress across all subject areas.	Jade Ashton Sam Scott	Louise Messham	TLR/subject coordinator time Staff meeting time
To look at and action the legal requirements to run official Forest School classes.	Summer Term 19	Appropriate documentation is written and shared with staff. Staff are confident with the delivery of forest schools and outdoor learning. Staff to be aware of the difference between forest school activities and outdoor learning.	Pupils will have access to a wider range of learning. Pupils will access both outdoor learning and forest school delivery. Pupils will develop life skills and SEMH strategies consistent with developmental goals and preparing for adulthood.	Jade Ashton Sam Scott	Louise Messham	TLR/subject coordinator time Staff meeting time Training costs: Food hygiene

## FOCUS AREA: Personal Development

SLT LEAD: Louise Messham

### 4.3 Further develop pupil and parental voice to ensure communication is a key part of school life

Task	By when?	Success Criteria	What difference will it make to pupils?	Lead	Monitoring	Budget implications?
SLT to be invited to some school/college council meetings	Spring Term 19 Summer Term 19 Autumn Term 19	Pupil voice is reflected directly to members of the senior leadership team.	Pupils have a direct link to the senior leaders and feel listened to. Pupils feel that their thoughts and suggestions are being addressed for them. Pupils to be able to share outcomes with the rest of their peer during assembly.	Lyndsey Phillips	Louise Messham	Time to attend school/college council meetings
Parent governors to affirm their role to fellow parents	Summer Term 19	Parents across school are aware of the role of the parent governors. Develop communication links between parents and parent governors to enable a good communication pathway to school and the governing body is open.	Communication and support links have as many avenues as possible to impact on pupil development Parents and school are working together ensuring a shared vision and goal is supporting the pupils	Louise Messham Rachael Johnston	Louise Messham	Time to meet Rebecca and Debbie Time to set up a coffee afternoon Cost of snacks and drinks
Introduce a 'Buddy system' on the upper school playground.	Summer Term 19	Select pupils will be responsible for supporting play across the upper school playground. All pupils will have the opportunity to participate in appropriate play through the use of the buddy scheme.	Pupils will increase accessibility to SEMH strategies through being a buddy helper and being helped by a buddy. Progress in data for PSHE	Louise Messham	Louise Messham	Art/ stationery to create buddy badges and lanyards

**FOCUS AREA: Personal Development**

**SLT LEAD: Louise Messham**

**4.4 Further embed Mental Health and Wellbeing strategies across school for pupils and staff**

<b>Task</b>	<b>By when?</b>	<b>Success Criteria</b>	<b>What difference will it make to pupils?</b>	<b>Lead</b>	<b>Monitoring</b>	<b>Budget implications?</b>
Achieve the wellbeing award	Summer Term 19	To complete expected portfolio of evidence to submit for award. Award is granted and school receives it,	Staff will be accessing mental health and wellbeing strategies available to them if required. This will increase the positive feeling and ethos which in turn will impact on pupil wellbeing and behaviour.	Lyndsey Phillips	Louise Messham	TLR/subject coordinator time
Create an interactive wellbeing display for staff and pupils	Summer Term 19	Display that is informative for staff and pupils. Staff and pupils are actively engaging with the display.	Pupils will have information and feel valued as part of the Fox Wood community. Staff will have recognition for the active positive part they play in the lives of our pupils.	Lyndsey Phillips The wellbeing team	Louise Messham	Art resources
To monitor outcomes for pupils accessing Forest Schools/outdoor learning	Summer Term 19 Autumn Term 19 Spring Term 20	Pupils will identify feelings at the start of each outdoor learning session. They will evaluate how they feel at the end of each session. Data will be produced to show effectiveness of sessions.	Monitoring of results will show effectiveness of outdoor learning/ Forest school sessions. SEMH skills will be developed by pupils and shown throughout squared data.	Class Teachers Sam Scott Jade Ashton	Louise Messham	Time of Assistant Head.