

Academy Development Plan Summary: Nov 2020-July 2021

We want...		Our Key Actions	MLG	SLG	Gov2 Go
QUALITY OF EDUCATION	1.1 Improved Communication... to develop staff skills, knowledge and confidence in a range of communication and language acquisition strategies and that these are at the core of all curriculum delivery	1.1.1 Create an ethos of an accessible and inclusive reading approach throughout school: to include a new library and to develop a blended reading programme and a culture of reading for pleasure using high quality texts 1.1.2 Implement a range of specialist reading and communication interventions and resources across all Key Stages: TACPAC ; Attention Autism; Talk Boost; Block Therapy; SaLT work; PECs/symbols/Makaton; specialist intervention with NA and TAs ; beginning the new English Curriculum 1.1.3 Create a school-wide approach to the explicit teaching of vocabulary 1.1.4 Support staff with PLPs: by SIT team in developing PLPs and generating individual communication learning intentions. 1.1.5 Develop a robust monitoring programme to monitor and evaluate the impact of Communication Interventions and Therapies and use findings to refine practices 1.1.6 Review and develop the role of Reading Intervention Specialist, alongside Middle Leaders 1.1.7 Review and develop communication and accessibility for children with language and sensory impairments 1.1.8 Initiate Makaton training for all staff 1.1.9 Work with Communication SIT to review and develop oracy, language and vocabulary pedagogy across the school 1.1.10 Establish action research project to evaluate impact of communication strategy on student outcomes	PB MB	JC	PH GM
	1.2 Deeper understanding of the teaching and applications of Numeracy... where real life acquisition strategies are at the core of all curriculum delivery	1.2.1 Implement our new approach: a mastery approach to teaching and learning 1.2.2 Train staff to confidently deliver new approaches: staff will know how to implement new approach and have opportunity to reflect and respond: WRM CPA training for staff 1.2.3 Support staff with PLPs: staff supported by SIT team in developing PLPs and generating individual maths learning intentions. 1.2.4 Develop a robust monitoring programme to monitor and evaluate the impact of WRM and a mastery approach. 1.2.5 Develop accreditation routes	EM SM	DH	MF JM
	1.3 More Creativity... a school that truly inspires, nurtures and celebrates creativity	1.3.1 AF and Creativity SIT staff to support the areas identified and assist teachers in the promotion of the arts in their classes: development of therapeutic approaches to include Arts for Art sake, Art Therapy & Mindfulness activities within the creative curriculum: support staff with PLP's to generate high quality Creativity targets 1.3.2 Audit of creativity supplies across the academy and for art supplies to be organised & distributed with efficacy 1.3.3 Develop a Creativity Assessment Mapping Tool: research into assessing creativity and measuring progression: Creative Wheel' 1.3.4 Development of celebrating creativity strategies - Online Cedars Art Gallery, Cedars TV, badges, certificates, external accreditation and qualifications	AF ED	MF	NK
	1.4 Better Understanding of the World... young people who are confident in and inquisitive of the world around them	1.4.1 Ensure all staff are confident and competent in the teaching of the new curricula: identify staff CPD needs/opportunities following audits/ feedback: access to external subject 'experts' as well as those in school who have knowledge surrounding the curricula: ensure an up-to-date distribution of relevant resources and equipment across the school to deliver Science, Technology, Digital Literacy and Citizenship 1.4.2 Support staff with PLPs: staff supported by SIT team in developing PLPs and generating individual learning intentions for UtW. 1.4.3 Determine how Science, Technology & Citizenship links can be made to the PFA curriculum and RRS: ensure staff understand these links and how to implement them throughout PLPs and teaching 1.4.4 Develop a robust monitoring programme to assess the effectiveness of teaching & learning UtW curricula that will inform next development steps	AC LS	MO	GN PH
	1.5 Strong Physical, Emotional and Social Wellbeing...	1.5.1 Use National College for all staff to carry out online training to develop staff awareness and skills to develop strategies: implement 'Zones of Regulation' and the 'Peers Curriculum' Social skills Intervention across the Academy	AP	EN KV	MH PF

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	<p>People making healthy choices, comfortable within themselves and with each other</p>	<p>1.5.2 Develop and promote opportunities and experiences aimed at improving staff wellbeing 1.5.3 Provide a wider range of therapeutic intervention programmes as part of a wide, holistic curriculum: develop a range of Targeted Physical Activity Interventions for use either in therapy areas or teaching rooms: teaching Teams to work with ATL to identify individuals for therapeutic intervention 1.5.4 Audit of staff skills and knowledge of therapeutic approaches to inform training needs and personnel appointments 1.5.5 Develop a robust monitoring programme to assess the effectiveness of teaching & learning of the Physical and ESWB curricula/interventions and therapies that will inform next development steps 1.5.6 Agree accommodation development for Physical, Social and Emotional Wellbeing: creation of a 'Therapy Centre' 1.5.7 Design, furnish and resource the centre and other therapeutic spaces within school 1.5.8 Identified staff to begin training programmes (Sensory Integration, Rebound Therapy, Talk Boost, Intensive Interaction, brick therapy, ELKLAN, etc) 1.5.9 Research/initiate appointment of Allied Health Professionals (OT, SALT etc) 1.5.10 To develop and refine our understanding of, and response to, family needs: plan for a series of specialist focus opportunities where pupils, staff and families can engage in shared learning opportunities and support structures 1.5.11 Explore and evaluate Pets as Therapy 1.5.12 Establish action research project to evaluate impact of therapeutic offer on mental health and educational outcomes 1.5.13 THRIVE – working alongside Family Liaison/ Head of Access to Learning to carry out whole group and individual assessments to incorporate therapeutic approaches to College provision 1.5.14 Development of the 'Hidden (Values Based) Curriculum' – Cedars Assessment without Levels or Cedars Friendship Awards – linked to Personal Learning Plans (PLP)</p>			
	<p>1.6 Improved Work Skills & Independence... Young people who are well prepared for adulthood</p>	<p>1.6.1 To develop whole school knowledge of CEIAG and embed the whole school ethos across the curriculum: to achieve a development of careers resources: work towards achieving quality mark for CEIAG 1.6.2 Map Careers to MTP: develop knowledge of career opportunities: develop links with DWP to support parents/students 1.6.3 To improve Independent Living resources: to raise aspirations of students across the school: to assess effectiveness of provision: develop an Independent Living Assessment Tool 1.6.4 To develop staff/community knowledge of housing destinations/possibilities: increase awareness of destinations of our community to enhance the quality of advice and guidance provided and to identify areas for further development 1.6.5 Develop a robust monitoring programme to assess the effectiveness of teaching & learning of the PfA curricula that will inform next development steps</p>	<p>NP HC</p>	<p>JV</p>	<p>GN GM</p>

LEADERSHIP & MANAGEMENT	<p>3.1 Enhanced Skills for all staff... To develop staff subject knowledge and pedagogical practice</p>	<p>3.1.1 To lead on research and evidence base to help develop approaches to provide access to a consistent, accurate and developmentally appropriate curriculum for all students 3.1.2 To work with partner organisations to be at the forefront of pedagogical and curriculum development in Specialist Education for young people with additional/complex needs 3.1.3 Work towards the NFER Research Mark: becoming a Research Engaged Learning Community/Professional Learning Community, a centre of excellence for research-based pedagogy and curriculum 3.1.4 Development of refined therapeutic approaches across the curriculum and provision 3.1.5 Develop Performance Managements systems and coaching conversations to inform CPD /research needs 3.1.6 CPD activities about learning , memory and pedagogical strategies, symbols, Makaton, Talk Boost, PECs, Attention Autism, Autism Mark and vocabulary development 3.1.7 Link closely with SaLT team to train communication champions for each class 3.1.8 SIT leads to review action research projects to begin in September, apply for available funding</p>	<p>JV MO KV MF</p>	<p>GN GM</p>
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		<p>3.1.9 Restructure AtL Team, to include: Home Liaison Officer's (x3) - Deputy Safeguarding Leads, Therapy Manager, Physical Development and OSHL Lead, KS 1 & 2/KS 3/KS4&5 Designated Thrive Teaching Assistants</p> <p>3.1.10 Research, development and implementation of therapeutic support strategies</p> <p>3.1.11 Audit training needs: Block Therapy, Play Therapy, Rebound Therapy, Sand Tray Therapy, Transitional Object Training etc</p> <p>3.1.12 Liaise with Treetops Occupational Therapy and roll out staff CPD</p>		
	<p>3.2 Increased capacity for continued development</p>	<p>3.2.1 To further build sustainability and succession planning through personalised pathways, coaching, mentoring and joint CPD</p> <p>3.2.2 To support the development of strong partnerships with our Gateshead special school partners, to allow greater opportunities and flexibility, enabling us to coordinate our provisions and offer flexible placements....work towards a shared purpose resourced 'PfA Hub' at Walker Terrace</p> <p>3.2.3 Secure, authentic partnerships to allow us to support and challenge each other robustly to quality assure our provision and further our capacity for improvement: adopting a Challenge Partner model for Gateshead Special Schools</p> <p>3.2.4 Revisit and strengthen established partnerships with local special schools</p> <p>3.2.5 Build stronger links with Gibside – look for opportunities for moderation, share of resources, research, CPD and personnel</p> <p>3.2.6 Forge stronger links with Portage, Hint, Lint and Sensory teams</p> <p>3.2.7 Pursue Autism Mark through assessing and adapting provision</p> <p>3.2.8 Develop partnerships with community organisations, trainers and employers that can complement the programme offer of the College</p> <p>3.2.9 THRIVE – working alongside Family Liaison/ Head of Access to Learning to carry out whole group and individual assessments to incorporate therapeutic approaches to College provision Thrive in school spaces established including Therapy Centre Thrive teaching assistants identified Thrive teaching resource pack created link to Values Based Education All staff signposted to Thrive online and the Thrive members area</p>	<p>JV MO KV MF</p>	<p>GN GM</p>
	<p>3.2 Strengthened business model</p>	<p>3.3.1 To embed the use of a new financial system and to develop a financial reporting system that is more responsive to school/ budgetary needs</p> <p>3.3.2 Development/re-launch of CCT based on a clear, shared vision for what is to be achieved, with a refined marketing strategy to attract sponsorship from external business/partners to support us to achieve the vision</p> <p>3.3.3 To continue to develop our accommodation on both sites: to provide quality additional accommodation to accommodate our growing population and increased scope of provision: to include creation of KS4/5 PfA College at Walker Terrace and continued improvement of Ivy Lane site, to include Physical Development & Wellness Centre, sensory and soft play units/rooms, Physiotherapy, SaLT, OT, additional and improved counselling, breakout, therapy and other therapeutic intervention spaces</p>	<p>JV MO KV MF</p>	<p>GN GM</p>