



Education Improvement Plan 2018

Version 1.0 January 2018



It all adds up to

Livability

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The Education Improvement Plan Process

This Education Improvement Plan (EIP) is a one year plan which links with the School Self Evaluation process and the School's Budget.

The EIP has been formulated using information gathered from analysis of data and school attainment together with feedback from all stakeholders including staff, governors, parents and carers and students. The purpose of the EIP is to review and evaluate the impact of previous developments, identify key areas for education improvement over the coming year and to outline the action to be taken in key areas. The school budget is matched to the priorities for the EIP.

Education Improvement Planning 2018

Task	Start Date	Person responsible	Consultation Process	Completion Date
Steering overall process	September 2017	Headteacher	ELT/SLT Meetings Teacher Meetings	December 2017
Collating Information for planning of EIP	July 2017	Headteacher ELT	School self-evaluation process ELT/SLT Meetings	October 2017
Deciding priorities and aims	July 2017	Headteacher ELT	Questionnaires to students, staff, parents and governors	October 2017
Drawing up 1 year action plans	September 2017	All Staff	Staff INSET	November 2017
Drawing up 3 year Improvement Plan	September 2017	Headteacher Governors	Staff INSET Governors Meetings	October 2017
Matching Budget priorities to detailed 1 year action plans and 3 year plan	November 2017	Headteacher ELT Governors	ELT Meetings Governors Meetings	December 2017
Producing and circulating written plan to staff and governors	September 2017	Headteacher	Staff INSET Governors Meetings	January 2018



EDUCATION QUALITY ASSURANCE & SELF EVALUATION CALENDAR 2017 - 2018 V1 (SEPTEMBER 2017)

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	July	
Middle / Subject Leaders & Heads of Department	Subject / Department Reviews Results analysed Baseline Assessments completed SL/HoD folders updates	Monitor student progress Set targets		Action Plan review meeting		Monitor student progress Set targets			Monitor student progress Set targets		Primary Sports Funding report completed <div style="border: 1px solid black; padding: 2px; text-align: center;">Timetables 2018/19</div>	
Self Evaluation	Subject / Department SEFs completed SLT commence SEF and EIP overview and report to Governors	→	SEF completed & reported to Governors		EIP/Dept. Plans reviewed & reported to Governors	SEF validated		EIP/Dept. Plans reviewed & reported to Governors			<div style="border: 1px solid black; padding: 2px;">Governors, Subject and Department Reviews Begin SEF process</div>	
Monitoring of Teaching & Learning	Review LO/LW process <div style="border: 1px solid black; padding: 2px; text-align: center;">LW</div>		<div style="border: 1px solid black; padding: 2px; text-align: center;">LO Programme + EV</div>		<div style="border: 1px solid black; padding: 2px; text-align: center;">LW</div>	<div style="border: 1px solid black; padding: 2px; text-align: center;">LO Programme</div>		<div style="border: 1px solid black; padding: 2px; text-align: center;">LW</div>	<div style="border: 1px solid black; padding: 2px; text-align: center;">LO Programme</div>		LO Report <div style="border: 1px solid black; padding: 2px; text-align: center;">LW</div>	
Quality including KPIs	KPIs agreed - Dashboard Quality focus priorities to staff Teacher Appraisal APR Objectives School Management Calendar	KPI Assessment EIP reviewed	Final SEF approved by Governors & Trustees Equality report to Governors	Set Targets and Focus 2017-18 CPD Evaluation	KPI Assessment Action Plans reviewed		Mid-year APR Review	EIP reviewed CPD Evaluation	KPI Assessment <div style="border: 1px solid black; padding: 2px; text-align: center;">Monitor all Action Plans</div> <div style="border: 1px solid black; padding: 2px; text-align: center;">Support Staff Appraisal</div>		EIP reviewed and report to Governors CPD Evaluation APR review	
Stakeholders	Analyse students questionnaire Analyse parents questionnaire <div style="border: 1px solid black; padding: 2px; text-align: center;">Parents Consultations PCs</div>	Data to SEF Leavers Survey	<div style="border: 1px solid black; padding: 2px; text-align: center;">← Annual/Transitional/Person Centred Reviews →</div>									Student & Parent View Questionnaires <div style="border: 1px solid black; padding: 2px; text-align: center;">PCs</div>
Student Reviews & Reports	Discuss and refresh PLP & PFA targets with students Student Learning Pathways completed	Review progress Audit of Delivery	<div style="border: 1px solid black; padding: 2px; text-align: center;">Parents Conference</div>		<div style="border: 1px solid black; padding: 2px; text-align: center;">PCs</div>	Staff & Governors Survey	<div style="border: 1px solid black; padding: 2px; text-align: center;">PPG</div>	Leavers Survey	<div style="border: 1px solid black; padding: 2px; text-align: center;">PPG</div>		Review PLP/PFA progress	
Outcomes Success Progression	Student Statement/Plan and SEN reviewed Pupil Premium Funding Sports Premium Funding IAPs reviewed & PLP/PFA targets in place Data available and interventions identified if required	Outcomes Attainment data capture Review ILP/SAIPs	Interim Review of SEN and fees Post transition survey		ILP and curriculum target data available	Outcomes Attainment data capture Review SAIPs & Interventions		Post transition survey	ILP and curriculum target data available Early Years Baseline	Outcomes Attainment data capture Review SAIPs	Destination report completed Funding reports completed Review IAPs & Interventions	
IV, Moderation & Monitoring	Achievements Report Student levels moderated Student progress files tracked	Internal Moderation	Monitor planning folders Monitor student planners			Internal Moderation	Monitor planning folders Monitor student planners	IV internal Moderation Internal Moderation	EV external moderation Monitor planning folders Monitor student planners			

Key

SL/HoD: Subject Leader/Heads of Department	SEF: Self Evaluation Review Form & Process	IV/EV: Internal/External Verification	KPI: Key Performance Indicators (Education)
CPD: Continuous Professional Development	LO: Lesson Observation / LW: Learning Walk	SAIP: Student Achievement Intervention Plan	PPG: Parents Participation Group
PLP: Personalised Learning Priorities	IAP: Individual Achievement Profile	PCs: Parent Consultations	EIP: Education Improvement Plan



Education Improvement Plan

At Victoria Education Centre we believe that every student must be provided with opportunities to develop socially, emotionally, academically and physically to achieve the highest possible standards. We are an inclusive learning community that is forward thinking, innovative and confident and committed to ensuring that all of the students in our care are happy, enthusiastic and purposeful learners.

We are working together to:

- Improve outcomes through a commitment to high standards and expectations
- Enable every student to succeed as an enthusiastic and confident learner
- Create an atmosphere where each child is valued as an individual, enabling them to develop a positive self-image and respect for others
- Ensure equality of opportunity at all times, so that each student is given appropriate support and enrichment
- Create an inclusive learning community which challenges and enables every student to flourish, prosper and develop aspirations where appropriate for a successful future
- Provide a welcoming, secure, stimulating and enriched learning environment
- Provide an innovative, creative and integrated curriculum which inspires and motivates student to learn and which takes account of different learning styles
- Celebrate our rich diversity and work in partnership with parents, student and the wider community

Aims of the Education Improvement Plan

- To set challenging targets to raise achievement of all students
- To raise expectations and standards of learning and teaching
- To provide high quality resources throughout the school ensuring quality and appropriate provision at all stages of student's development
- To provide staff with appropriate resources and training to enable them to improve their practice and carry out teaching more effectively
- To provide inclusive and fully integrated curricular provision to enable students to fulfill their potential
- To provide a safe and secure learning environment which enables students to continue to treat others with understanding & respect

Leadership and School Organisation

- To continue to provide strong, cohesive and effective leadership with a clear direction on maintaining highest standards, whilst continuing to be innovative and further develop our school
- To enable staff with leadership responsibilities to be accountable for high standards and achievement
- To increase involvement of parent and carers in student's learning

Staff Development

- To develop the role of subject leaders in monitoring, evaluating and leading student's learning
- To ensure performance management and review is effective in supporting professional development for all staff
- To ensure that all staff continue to have opportunities for the professional review of their work

Key Achievements 2016 - 2017

To ensure that the quality of teaching is outstanding			
What we did	Why we did it	Benefit to VEC	Impact for students
<p>Provided good support for pedagogy develop through sharing good practice.</p> <p>Learning walks completed.</p> <p>Teacher Development Initiative.</p> <p>Established lesson observation programme with clear foci and external validation.</p> <p>Utilised links with other schools</p>	<p>To identify opportunities for teachers to develop practice by working together / observing good practice.</p> <p>Monitoring quality of teaching and learning.</p> <p>Agree and detail different components of a lesson.</p>	<p>Lesson observations show all lessons judged good or better. Quality of teaching judged Outstanding by Ofsted - June 2015.</p> <p>Improvement programmes in place have been effective.</p> <p>Termly monitoring confirms planning is good. Individual feedback and areas for development provided.</p>	<p>Students keen to learn and enjoying the activities, their attitude to learning is excellent.</p> <p>Evidence of students making progress in lessons.</p> <p>Teachers have very high expectations for all students to achieve.</p> <p>Positive learning environments and excellent relationships between staff and students.</p>

Further develop the role of subject leadership			
What we did	Why we did it	Benefit to VEC	Impact for students
<p>The roles and responsibilities of subject leaders were reviewed, agreed and implemented</p>	<p>To create and share a subject leadership policy setting out the core purpose of the role and clarifying responsibility.</p> <p>Formalise the cycle of monitoring.</p> <p>Reviewed the 3 year thematic curriculum.</p>	<p>Clearly defined and agreed responsibility. Monitoring and moderation cycle in place including learning walks with 'link' Governors.</p> <p>Comprehensive subject leaders files.</p> <p>Leading to clear evaluations and strategies for improvement and meeting challenging targets</p>	<p>Subject leaders confidently monitor and review their areas of responsibility. They provide support and motivate other teachers with added input, evaluations and dimensions to learning and positive comments from students about learning experiences.</p>

Continue to develop systems for capturing and measuring student progress			
What we did	Why we did it	Benefit to VEC	Impact for students
<p>Introduced, reviewed and refined the use of SOLAR our new online tracking system</p> <p>Individual Achievement Profiles (IAPs) in place for all students.</p> <p>Student Learning Pathways in place for KS4 and Post 16.</p> <p>Intervention planning.</p> <p>Attended local moderation meetings.</p>	<p>To monitor, assess and evidence student progress.</p> <p>IAPs take all progress and achievement into account alongside context, learner needs and multi-disciplinary professional judgement.</p> <p>Intervention Plans continue to be used to support students who are falling behind or to extend students who are making more than expected progress.</p>	<p>A robust data cycle is established</p> <p>The IAPs give a more holistic picture of progress whilst still using the Progression Guidance to set end of Key Stage targets.</p> <p>Achievement of students judged Outstanding by Ofsted - June 2015.</p> <p>Moderation confirms validity and accuracy of assessment</p>	<p>Intervention plans are written for students who require extra support or extension and progress reviewed at data meetings</p> <p>Learning Pathways outline curriculum offer and experiences and support reporting and transition planning</p>

Highly secure safeguarding practices			
What we did	Why we did it	Benefit to VEC	Impact for students
<p>Introduced CPOMS (Child protection Online Management System).</p> <p>Training for staff and Governors.</p> <p>Higher level of expertise.</p> <p>Fortnightly DSL meeting and attendance at LCSB Forums.</p> <p>All staff have access to KCSIE.</p>	<p>To ensure that all safeguarding concerns for students are well managed and well documented.</p> <p>To further develop knowledge and understanding of safeguarding methodologies, support and best practice.</p>	<p>Staff well trained and supported.</p> <p>Practice up to date.</p> <p>Provided accessible advice and guidance for staff, students and parents.</p> <p>Behaviour and safety of students judged Outstanding by Ofsted – June 2015</p>	<p>Safer working environment.</p> <p>Extends students' awareness, knowledge and understanding to enable them to become safe and responsible.</p> <p>Opportunities for e-safety through the curriculum.</p>

SCITT (School Centred Initial Teacher Training) Partnerships			
What we did	Why we did it	Benefit to VEC	Impact for students
Partnered with 5 SCITT (School Centered Initial Teacher Training) providers – leading SEN modules and supporting school placements.	Fits with current government desire to have 'onsite' school based teacher training. To raise our profile.	Raised profile of VEC. As a partnership school our expertise is effectively shared and is having a positive impact on the quality of local teacher training. Our staff gain professional development opportunities as they become involved in the process. Excellent evaluations received from Trainees for all sessions. SCITT Providers agreed to continue partnership. Income of over £4,000 raised.	Minimal and indirect. Additional support in classrooms during trainee placements.

Achieved Eco Schools Green Flag Award			
What we did	Why we did it	Benefit to VEC	Impact for students
Developing our work from Intermediate Level (2014). Completed ISA review, audit, action plan and impact evaluation Maintained the partnership working generating cross-curricular collaborative activities. Join the Global Learning Programme.	To broaden and improve our international learning curriculum. Enriched education through international work across a range of subjects and whole school projects. To increase global awareness and partnership working.	Increased internationalism. International connections. Embraced the UN Convention of the Rights of the Child as part of UNICEF's Rights Respecting Schools scheme. Contributes to greater understanding of own and other cultures.	Enriched the international learning experience. Student motivation, empowerment and involvement in the local and wider community. Reading, writing and communication skills improved. Raising awareness and understanding of difference.

Creative Arts Projects			
What we did	Why we did it	Benefit to VEC	Impact for students
Increased the opportunities for students to work with a range of performing arts agencies Creative Arts Team of the Year 2016 TES School Awards	To increase students' confidence and self-esteem. To develop greater links with performing arts agencies in the community.	Greater community links. Raise profile of the school locally and nationally. Training and professional development for staff.	Increased opportunities and involvement in performing arts: <ul style="list-style-type: none"> • Shakespeare Schools Project • School Production • Creative Arts Week • Seen but Seldom Heard Performance Poetry Project with Bournemouth University – live performances including House of Commons and documentary launched • P.16 student becomes a member of the National Youth Theatre. • P.16 student travels to Brazil to work with APAE, a group of professional disabled performers • Peripatetic music sourced for specific students

Continual Professional Development and Induction			
What we did	Why we did it	Benefit to VEC	Impact for students
Further developed staff training and revised the induction programme.	To fully utilise 'in house' expertise and develop a programme that offers high quality training on a range of bespoke and cross departmental themes.	Staff undertake high quality CPD and induction programme. Widening deployment and preparedness of TAs. Staff are highly committed and enjoy their work.	Staff are empowered to develop and improve quality of teaching and learning. They have high expectations of students ensuring they are supported and prosper through the varied opportunities provided.

New / Digital Technologies			
What we did	Why we did it	Benefit to VEC	Impact for students
<p>This year we have further developed use of new technologies across the school</p> <ul style="list-style-type: none"> • iPads • Eye Gaze Technology • Tapit • Gesture Based Technology • OmiVista • Musii • Beamz • Robotics and haptic feedback <p>Training for all staff and an opportunity to explore how new technologies functionality can be used to support teaching and learning.</p> <p>Partnership with Bournemouth University Research Centre for Doctoral Training</p> <p>Digital Innovation/Ed Technology School of the Year 2017 TES School Awards</p> <p>Nasen Award Technology 2017</p>	<p>To accelerate student progress, strengthen communication, motivation, maximise creative potential and provide enrichment.</p> <p>To facilitate learning for students at all levels, across many curriculum areas.</p>	<p>Students engaged and motivated to learn through the use of ICT and new technologies across the curriculum.</p> <p>Teacher feedback indicates that students enjoy and interact with new technologies that provide visual and immediate interactive touch-based learning.</p> <p>The portable nature is a good fit with personalised learning as it enables each student to experience learning at a time, in a place and at a pace that is suited to their learning needs.</p> <p>The research aims to develop a digital technology-based tool providing students with the potential for physical interaction and physical play, by providing a means of manipulating objects.</p>	<p>Students developing ICT skills. New technology brings multi-sensory experiences to the students.</p> <p>Students who have limited fine motor skills and find it hard to write or use a PC, as well as students with communication needs, can use the iPad to extend learning through touch capabilities and communication applications</p> <p>Overall the feedback to date is positive, and anecdotal evidence of the way in which new technologies are being used to enthuse and engage students in learning and develop communication, creative, social and research skills is emerging.</p> <p>Facilitating physical interaction and play (important components of child development) through digital technology based tools.</p>

Key Priorities 2017

- **Strong and effective leadership and management across the school**
- **To sustain high quality teaching, learning and assessment**
- **Maintain high standards of personal development, behaviour and welfare for all students**
- **Improve outcomes for students**

Key Priorities	Key Objectives	Key Outcomes for Students
Strong & effective leadership and management across the school	<ul style="list-style-type: none"> • Continue to develop partnership working to expand positive opportunities for students and staff, support personalised and shared development and ongoing school to school support • Teachers to continue to monitor and review their areas of responsibility, including changes to curriculum and assessment 	<ul style="list-style-type: none"> • Improve RWCM • Good challenge and scaffolding • Purposeful curriculum links • IT/New Technologies skills • Focus on accredited outcomes
To sustain high quality teaching, learning and assessment	<ul style="list-style-type: none"> • Knowledge and practice enhanced through range of opportunities • Review our assessment arrangements and use a range of tools to ensure consistency, maintain high expectations and meet statutory requirements • Expand cross-curricular working 	
Maintain high standards of personal development, behaviour, safety and welfare for all students	<ul style="list-style-type: none"> • Highly secure and effective safeguarding practices in place • Increase the depth and range of therapeutic integration • Transitions are effective and support the needs of students and their families 	
Improve outcomes for students	<ul style="list-style-type: none"> • Review the range of accreditation so it is increasingly individualised and progressive leading to differentiated learning pathways • Continue to refine and make further use of SOLAR recording software to enhance accuracy of assessment, aid moderation and monitor progress and engagement for learning 	

These core priorities will be achieved through detailed action plans in the following areas:

- **Literacy/English**
- **Numeracy/Maths**
- **Science**
- **Post 16**
- **Early Years Foundation Stage (EYFS)**
- **PE & Sport**
- **Creative Arts – Drama, Music, Dance, Art & Technology**
- **Humanities**
- **PSE & Life Skills**
- **MFL**
- **Sensory/MSI**
- **Therapies & Nursing**
- **Governors**



Education Improvement 3 Year Plan 2017-2020

Action Plans Focus	2017/18	2018/19	2019/20
Literacy & Communication	Develop access to creativity in 'writing' Training & development of 'Clicker 7' to support	Review the three year writing project programme and supporting resources	Review and evaluate curriculum and assessment
Maths	Evaluate primary framework Revise and review VEC maths descriptors Training – supporting maths (Numicon)	Embed maths in other activities Review of qualification and accreditation route	Adapt framework to meet the need of all learners
Science	Review curriculum planning and assessment Strategies to ensure engagement	Implement new curriculum & accreditation Evaluate science coverage in EYFS & MSI curriculum	Review and evaluate curriculum KS1-4/MSI/EYFS Opportunities for students to take GCSE
New Technologies/ICT	Engagement and Interaction Project Eyegaze technology	Switch access and communication Review curriculum Intelligent Learning Analytics	Evaluate curriculum
EYFS	Develop the learning environment, outdoor space and curriculum Continue to encourage parental engagement	Curriculum review and development	Development of a new learning environment Further develop links with KS1
Post 16	Implement a mentoring system Further develop Enterprise as a curriculum offer	Continue to expand experiences of work Harness the experiences of former students	Review of qualification and accreditation route
Safeguarding	Continue with regular updates and annual training Complete safeguarding audit & staff surveys	INSET – Full updates	Regular updates to provide relevant skills and knowledge
Induction	Review current Ed. programme Design core skills sessions & competency tasks	Implement new programme	Evaluate programme
Outreach	Specialist provider for SCITT courses Collaborative lesson observation project	Evaluate and improve specialist provision	Extend specialist provision
Assessment	Refine SOLAR online tracking system Further develop IAPs and AFL	Further embed quality of moderation across special school network	Review
Curriculum	Review integrated curriculum model implement new NC themes. Sensory Integration, MSI, HI, VI & CVI	Implement and review new Curriculum	Evaluate curriculum
Premises & facilities	Develop play spaces -redesign and redecorate Sensory Garden Project / Zones Improve outdoor learning/play area for EYFS/KS1	Refurbish and redecorate classrooms/dining rooms	Canopies project
Eco Schools	Achieve Green Flag Award	Sustain Eco Schools Green Flag Award	Sustain Eco Schools Green Flag Award
International Schools	Sustain International Schools Award Develop Partnerships / Connecting Classrooms	Re-apply for International Schools Award Develop Partnership Programmes / Join GLP	
Rights Respecting Schools	Registration of commitment / Achieve Silver Award	Achieve Gold Award	Sustain RRSA
Artsmark	Achieve Platinum Award	Sustain Artsmark Platinum Award	
School Games Mark	Achieve School Games Mark Gold	Sustain School Games Mark Gold	



Continuing Professional Development and Curriculum Plan 2017-2018

AREA	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
TEACHING	Planned Joint Curriculum Ventures Filio Update	RSE Moderation Filio Update	Learning Discussion Group (LDG) PSHE Curriculum	LDG Moderation Filio Update	Cross Curricular learning Filio Update	Transition Moderation
TEACHER DEVELOPMENT DAYS	Safeguarding Positive Approaches to Autism	Loss & Bereavement Assessment SOLAR		Curriculum Development		Coaching Transition
LITERACY / ENGLISH		Moderation	Literacy across the curriculum	Creativity in Writing	X1 Twilight Subject Dev Visits	X1 Twilight
MATHS			X1 Twilight Maths across curriculum	X1 Twilight Subject Dev Visits	Maths across curriculum	
SCIENCE	X1 Twilight	X1 Twilight Subject Dev Visits				
COMPUTING / IT / NEW TECHNOLOGIES	Engagement and Interaction Project	Engagement and Interaction Project	Eyegaze Technology	Intelligent Learning Analytics	Engagement and Interaction Project	Engagement and Interaction Project
SENSORY/MSI	X1 Twilight	X1 Twilight Subject Dev Visits	X1 Twilight	X1 Twilight	X1 Twilight	
EYFS	X1 Twilight	X1 Twilight	X1 Twilight	X1 Twilight	X2 Twilight Profiling	X1 Twilight
POST 16	X1 Twilight	X1 Twilight	X1 Twilight	X1 Twilight	X1 Twilight	X1 Twilight
CREATIVE ARTS			X1 Twilight	X2 Twilight	X1 Twilight	
PE & SPORT	X1 Twilight		X1 Twilight		X1 Twilight	
Curriculum Days Charity Awareness	One World Day Harvest Festival	Children in Need	Numbers Day Safer Internet Day	World Book Day Sport/Comic Relief	Water Day	Sports Day
Curriculum Weeks	National OT week	International Week Anti-bullying Week	Reading Tests Bamboozle Sensory	Book Week Creative Arts Week	Sports Week	Healthy Eating Week RSE Week

Also refer to CPD & Training Impact Report 2017 & Continuing Professional Development Plan 2018



Whole School Development		Lead Person	Simon Brown	Link Governors	John Pearce	
Objective 1 <i>Identified in SEF</i> <i>Key Priorities – Short Term</i>		Continue to develop partnership working to expand positive opportunities for students and staff including school to school support			Target Group	Staff, Students and Families
					Improvement Focus	Leadership
Outcomes: <i>What success will look like for students/staff</i>		<ul style="list-style-type: none"> ▪ VEC will be recognised as a centre of excellence and will be working with and supporting a number of external providers ▪ Establishing strong collaborative structures with other schools is an important part of delivering better outcomes for all children and young people. ▪ Keeping abreast of education legislation and supporting the implementation of new approaches which seeks to join up help across the education sector so it is a positive experience ▪ Further develop our Local Offer and expand Outreach offer ▪ Working well together so students, their parents, LA and other professionals are involved in decision-making and focussed on the outcomes for the young person 				

	RAG	Action	Resources			Progress Checks	Evaluating
No.		Implementation Tasks	Personnel	Cost/Cover	Timescale	Monitoring	Impact & Evidence
1.1		To continue partnership working with local special schools: <ul style="list-style-type: none"> • East Dorset Special Heads (EDSS) • Dorset Special Schools Deputy Headteachers Association (DSSDHA) • Special Schools English/Maths Groups • EYFS Special Schools network Research further opportunities for collaborative working	ELT Subject Leaders	-	Sept 2017 Ongoing	Attendance and network meetings and forums Options for collaborative working investigated	Leading local initiatives enhances our reputation. Our expertise is effectively shared and having a positive impact of quality of teaching and outcomes for students. Opportunity to learn from others supported by a culture of coaching and mentoring.
1.2		Further developing partnerships with local schools and SCITT providers and leading the delivery of SEN modules to trainees	SB	-	Sept 2017 Ongoing	Partnerships agreed Training programme in place Trainee placements arranged	Fits with current government desire to have more 'onsite' school based teacher training and Carter Review of ITT which recommends that all trainees spend time within the Special Ed environment. Income of over £4000 generated. Staff involved gaining CPD opportunities, building expertise and leadership.

1.3		Continue to develop school to school support through outreach	SB CV/SG	-	Sept 2017 Ongoing	Create a service offer Annual programme of training opportunities established Bespoke training sessions Observation of students and suggested interventions	Designated NSS – July 2017 Promote change and strengthen the inclusion of children and young people with SEND in mainstream settings. Advice on current practice, including sharing concerns, enabling more successful planning for individual students. PE support provided. Support with communication needs provided.
1.4		Providing accreditation support to other local special schools	KB	-	July 2017 Ongoing	Initial / meetings Agree support programmes	Providing advice & guidance on entry/pre-entry level accreditation
1.5		To redefine and set our 'local offer'.	SB Staff Governors Families	-	Nov 2017	A clear definition of our local offer (format to be agreed - report/presentation/ website)	Our 'Offer' completed and posted on website. Positive feedback from parents and LAs. Profile of VEC is raised. Clarity on what we do & offer
1.6		Ensure our arrangements for partnership working are well considered, appropriate and effective	SB Staff	-	Sept 2017 Ongoing	Briefings and meetings Maintain a watching brief on the regional and national picture regarding school partnerships (MATs, Teaching school alliances, federations etc.)	Remain well informed and benefit from opportunities available Our partnership with Linwood Teaching Alliance provides opportunities to network locally and regionally with a range of SEND focused programmes
1.7		Providing partnership support to Kingsley Hall Pre-School as part of the Livability extended family	SB/KB		Mar 2016 Ongoing	Visit Kingsley Hall Prepare reports	Partnership support visit undertaken 15.3.16 & 26.5.16 Reports and next steps shared Ofsted inspection resulted in removal of 'requiring improvement' to 'good' overall
1.8		Providing partnership support to St. Catherine's School	SB		Dec 2016 Ongoing	Visit St. Catherine's School Prepare reports	Partnership support visit undertaken 5.1.17 & 19.6.17 Reports and next steps shared



Whole School Development		Lead Person	Kate Baldwin	Link Governor	Julie Cox	C/Centre Code	
Objective 2 Identified in SEF Key Priorities – Short Term		To maintain a curriculum that is constantly evolving, relevant and able to meet the changing needs of our students			Target Group	Staff and Students	
Outcomes: What success will look like for students/staff		<ul style="list-style-type: none"> ▪ Curriculum offer reviewed to ensure it reflects current SEND changes and best practice ▪ Curriculum offer provided students with learning opportunities and experiences to meet their learning needs ▪ To maintain the programme of curriculum development and improvement ▪ Creating culture of innovation, experimentation and sharing best practice 					
	RAG	Action	Resources			Progress Checks	Evaluating
No.		Implementation Tasks	Personnel	Cost/Cover	Timescale	Monitoring	Impact & Evidence
2.1		Identify and research potential alternative curriculum models	KB	-	July 2018 Ongoing	Meetings scheduled	Semi formal curriculum (Fountaindale School) to be trialed in class KW.
2.2		Review and trial agreed curriculum frameworks	KB Teachers	-	July 2018 Ongoing	Initial meetings Agreed pilot with identified classes Trialling on new curriculums and amend as required	Maintain EYFS, MSI & formal national curriculum which are well established Introduce a semi formal class for students working between MSI / formal NC.
2.3		Further curriculum development as required: <ul style="list-style-type: none"> • Semi-formal curriculum framework in place • Consider RfL as a assessment tool to demonstrate developmental progress • Develop use of Symbol Steps 	KB Teachers	-	July 2018 Ongoing	Research and trial semi-formal curriculum model Training teachers of MSI groups Working group established to further develop Symbol Steps	Curricula in place and effectively supports learners Use of RfL / Symbol Steps to be reconsidered and reviewed next year
2.4		Research and develop the use of engagement scales and profiles within the curriculum	KB JW LB	-	July 2018 Ongoing	Pilot with identified students Gaining knowledge of the observational approach and recording mechanisms required	Trialed with specific students across all classes Volunteered to take part in the national pilot for DfE
2.5		Finalise writing the VEC Life Skills Curriculum	HS OT Team		Jan 2018 Ongoing	Finalising progression planning by all teachers Teachers meeting	Curriculum delivering a wide range of learning opportunities OT developed Life Skills framework which ties in to school scheme of work



Leadership and Management		Lead Person	Simon Brown	Link Governor	Adam Hyland	C/Centre Code	
Objective 3 Identified in SEF Key Priorities – Short Term		Teachers continue to monitor and review their areas of responsibility, including changes to curriculum and assessment, ensuring highest levels of achievement and personal development for all			Target Group	Subject Leaders	
Outcomes: What success will look like for students/staff		<ul style="list-style-type: none"> Curriculum offer reviewed to ensure it reflects current SEND changes and best practice Curriculum offer provided students with learning opportunities and experiences to meet their needs Teachers monitor, support and motivate other teachers 			Improvement Focus	Leadership	
	RAG	Action	Resources			Progress Checks	Evaluating
No.		Implementation Tasks	Personnel	Cost/Cover	Timescale	Monitoring	Impact & Evidence
3.1		Review and adapt 3 year thematic curriculum.	Subject Leaders	-	Feb 2018	Research and development Teacher Feedback Review curriculum themes Agree curriculum coverage and cross-curricular working	Long term plan themes reviewed and updated to ensure that teaching is relevant. All teachers involved. New cross-curricular plans in place to join up learning experiences
3.2		Develop new curriculum overview documents for each Key Stage detailing subject coverage.	Subject Leaders	-	May 2018	Curriculum Overview documents in place for this year's themes	Curriculum overview maps created. Links more explicit across subjects
3.3		Review and implement revised curriculum and assessment requirements where appropriate	Subject Leaders	-	Sept 2018	Changes in place where relevant Monitoring of Rochford Review	Awaiting further DfE guidance Rochford Review recommendations
3.4		Ensure the teacher appraisal process has been undertaken and reflects accurately teachers' own development areas and those for the school.	Subject Leaders	-	Jan 2018 Ongoing	Audit of targets Filio reports generated	Completed. All teachers have appropriate targets that are in line with their responsibilities, career stage and school improvement.
3.5		Maintain and develop the monitoring process for core subject areas to include learning walks and feedback	Subject Leaders ELT Link Govs	-	Jan 2018 Ongoing	Monitoring cycle in place. Termly learning walks undertaken Ongoing.	Cycle in place. Science completed October 16, Maths completed February 17 & English completed May 17.
3.6		Subject leaders monitor, support and motivate other teachers contributing to improvement	Subject Leaders ELT	-	Jan 2018 Ongoing	Monitoring schedules. Teacher Development Initiative Moderation Meetings Staff Meetings	Subject specific teacher and moderation meetings arranged. Symbolised signposting of core subject links introduced.



Leadership and Management	Lead Person	Simon Brown	Link Governor	Jean Woods	C/Centre Code	
Objective 4 Identified in SEF Key Priorities – Short Term	Ongoing regard to all national and local developments in safeguarding practice				Target Group	All Staff
					Improvement Focus	Safety
Outcomes: What success will look like for students/staff	<ul style="list-style-type: none"> Staff will be well trained and supported to ensure that safeguarding concerns for students at VEC are well managed and well documented. 					

	RAG	Action	Resources			Progress Checks	Evaluating
No.	■ ■ ■	Implementation Tasks	Personnel	Cost/Cover	Timescale	Monitoring	Impact & Evidence
4.1	■	One or more DSLs will attend the Local Safeguarding Boards Forum	Safeguarding	2 x afternoon	termly	JA to ensure someone attends	Up to date with national and local procedures / positive audit Nov 2017
4.2	■	One or more DSLs will be trained and up-to-date in specialist areas of Safeguarding: Domestic Violence Multi Agency Risk Assessment Conference Child Sexual Exploitation FGM Prevent Force Marriage Early Identification	DSLs	4.5 days £750	Annually	Practice will be up to date and advice and support for families will be timely and identify appropriate support at the earliest opportunity	Safer working environment at VEC
4.3	■	All staff will have signed and completed the Staff Suitability Declaration annually or on commencement of employment for all new employees and volunteers	Admin		Annually	Admin to ensure that all reruns are made by Feb 2017	Safer working environment at VEC
4.4	■	Governor Training to at least level 1 for all and to include up-to-date information nationally and locally	SB / Govs	6 hours	Annually Ongoing	Rachel Jobbins will keep a record of who has attended	Governors will be confident with their role and responsibilities towards safeguarding students at VEC
4.5	■	All staff will have access to summary of Keeping Children Safe 2016	All Staff		Sep 2017	Check list of those who have seen document	Safer working environment at VEC

4.6		Regular safeguarding and child protection updates for all staff including annual update	LT		Sep 2017 Ongoing	Annual update Meetings and briefings Email and e-bulletins DSLs to follow up staff absence and provide additional updates as required	Safer working environment at VEC September 2016 positive feedback received from staff. Good coverage of e-safety, CSE and Prevent
4.7		Training for the established DSLs	DSLs	1 day	Sep 2017	Child Protection in Education Conference	Provided information on recent changes in national and local procedures, policy and practice. Opportunities to consider impact of legislation and explore lessons learned from serious case reviews. Sharing of supporting resources
4.8		Local authority audits of Safeguarding	DSLs		Sep 2017 Ongoing	Audit completed and returned	Wiltshire Audit completed Nov 2016. Poole Audit completed May 2016 Safer working environment at VEC
4.9		DSLs will meet fortnightly	DSLs	Over lunch	Fortnightly	Minutes shared via email Attended by link governor and KP from National Office	Safer joint working within Livability
4.10		Administer safeguarding checklist to establish staff understanding of procedures and KCSIE	All Staff		Jan 2018	Checklist created and approved Distribute checklist	Enable staff to evaluate their own understanding and raise any questions they might have
4.11		Carry out safeguarding staff survey	All Staff JW		April 2018 & Sept 2018	Survey created and approved Survey undertaken by Safeguarding Governor with 20 members of staff	Enable DSLs to monitor effectiveness of training and demonstrate staff's understanding



Leadership and Management		Lead Person	Ceri Vosper	Link Governor	Stephen Nimmo	C/Centre Code	
Objective 5 <i>Identified in SEF</i> Key Priorities – Short Term		Continue to support staff working with children and young adults with life limiting conditions			Target Group	Staff	
Outcomes: <i>What success will look like for students/staff</i>		<ul style="list-style-type: none"> All staff are well informed about conditions through both learning opportunities and practical experience All staff are aware of the vulnerability of students with an understanding of how physical and medical conditions may change and ultimately impact on longevity 					
	RAG	Action	Resources			Progress Checks	Evaluating
No.		Implementation Tasks	Personnel	Cost/Cover	Timescale	Monitoring	Impact & Evidence
5.1		Beacon group established to support staff at times of bereavement and or anxiety	All Staff	Time	Ongoing	Meetings Training updates for Beacon leads 'Open door' policy /access to Beacon group members	Staff feel more supported and are able to vocalise, if they choose, their anxieties about students after the loss of a student and or during times of illness.
5.2		Links with local hospital as regards bereavement support	All Staff	Time	Ongoing	Regular meetings Information circulars Open invitations Link with Lead Nurse Death review meetings	Staff may prefer to go 'off site' for support and as such they are welcome to attend the meetings at Poole hospital and seek advice support from other external professionals.
5.3		Training programs run by therapy and nursing teams	CV/AK (PT), SG/DL SaLT, OT Nurses	Time and updates for staff carrying out training £1500	Dec 18 rolling rota	Course attendance records. Competency check lists. Re-validation Staff training days Meeting notes APR/Staff support sessions	Staff group understand the various conditions experienced by the student cohort and are able to notice changes more effectively and to feedback appropriately.
5.4		Integrated working within the class group and within class sessions	All Therapy Staff	Time	April 18 Ongoing	Class timetable Integrated PE/PT sessions Student records Lesson plans	Educational staff understands better how to best support students with their therapeutic interventions.

5.5		Regular weekly Paediatrician clinic run by VEC nursing team. Any relevant staff are able to ask questions during this clinic time	All Staff	Time	April 17	Clinic List Student records Staff training days supported by pediatrician	Staff are able to ask on site nursing and therapy staff questions about the students but this availability is extended to the pediatrician during her clinic times.
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Leadership and Management		Lead Person	John Pearce		C/Centre Code	
Objective 6 <i>Identified in SEF</i> <i>Key Priorities – Short Term</i>		To maintain and further enhance an effective LGB which continues to gather information, evaluate progress, challenge and remain focussed on improving outcomes for all students <i>(See LGB Action Plan)</i>			Target Group	Governors
					Improvement Focus	Leadership
Outcomes: <i>What success will look like for students/staff</i>		<ul style="list-style-type: none"> ▪ 				
	RAG	Action	Resources		Progress Checks	Evaluating
No.	■ ■ ■	Implementation Tasks	Personnel	Cost/Cover	Timescale	Monitoring
6.1		<i>(See LGB Action Plan)</i>				



Teaching, Learning & Assessment	Lead Person	Simon Brown	Link Governor	Jen Williams	C/Centre Code	
Objective 7 <i>Identified in SEF</i> Key Priorities – Short Term	Knowledge and practice of teaching staff further enhanced through provision of a range of opportunities including subject support groups, coaching, research and development opportunities				Target Group	Teachers
					Improvement Focus	Teaching
Outcomes: <i>What success will look like for students/staff</i>	<ul style="list-style-type: none"> Staff are supported and empowered to develop and improve the quality of teaching, learning and assessment All teaching is consistently and accurately judged as good or outstanding Appropriate learning objectives and outcomes are shared with students 					

	RAG	Action	Resources			Progress Checks	Evaluating
No.	■ ■ ■	Implementation Tasks	Personnel	Cost/Cover	Timescale	Monitoring	Impact & Evidence
7.1		Complete a programme of lesson observations with clear foci Establish whole school baseline measure of quality of teaching, learning and assessment against new Ofsted evaluation schedule Identify good progress and measure progress made by any staff receiving training and support	SB	Cover	Jan 2018 Ongoing	Introduce at a staff meeting Lesson observations schedule in place Peer observations/Learning Walks 'Drop-Ins' planned Paired observations planned Feedback to staff as whole as individuals	Lessons are observed 3 times a year by ELT including paired observations and external validation Quality of Teaching Programme – Autumn 16, Spring 17 Sum 17 completed. Lesson observations show all lessons judged good or better. Improvement programmes in place have been effective. Quality of teaching judged Outstanding by Ofsted – June 2015
7.2		Further develop strategies for improving the quality of teaching, learning and assessment including: Learning from each other, collaborating to plan schemes of work and sharing good practice <ul style="list-style-type: none"> Peer observations Drop Ins / Visits / Learning Walks Coaching Lesson Study Learning Discussion Groups (LDGs) Teach Meets Teacher Development Initiative (TDI) 	ELT	Cover	Jan 2018 Ongoing	Teachers meetings to agree strategies Provide 'coaching' discussions Schedule of opportunities in place	Learning walks - November 16, January 17, February 17 & June 17 completed. Teacher Development Initiatives in place. Coaching training – Learning Cultures Teachers identifying opportunities to develop practice by working together / observing good practice.

7.3		Continue to lead the development of lesson video analysis and a 4 way moderation process both internally and across local special schools	SB, KB JW	Cover	Mar 2018 Ongoing	Video and edit lesson Ensure JW is happy with produced DVD Moderate at local special schools Deputy Heads meeting	The project involves using video footage of lessons to evaluate learning through a collaborative process recognizing good practice moderating judgements and thinking of approaches to improving teaching.
7.4		To continue partnership working with local special schools: <ul style="list-style-type: none"> • Special Schools English/Maths Groups • EYFS Special Schools network Research further opportunities for collaborative working e.g. Teaching Alliance	ELT Subject Leaders	-	Sept 2018 Ongoing	Attendance and network meetings and forums Options for collaborative working investigated	Leading local initiatives enhances our reputation. Our expertise is effectively shared and having a positive impact of quality of teaching and outcomes for students. Opportunity to learn from others supported by a culture of coaching and mentoring.
7.5		Monitor lesson plans and student learning objectives/outcomes	SB,KB ACO	-	Jan 2018 Ongoing	Periodic review of lesson plans Lesson observations	Termly monitoring confirms planning is good. Individual feedback and areas for development provided
7.6		Appraisals for all teachers scheduled in Autumn term Revise proforma to include teachers standards, lesson observation outcomes and development areas	SB DS ELT	-	Jan 2018 Ongoing	Sample quality of APR forms. Monitor completed APR numbers Work with National Office to revise APR forms to make them specific for teachers	Individual electronic portfolios (Filio) started for each teacher to evidence objectives and standards.



Teaching, Learning & Assessment		Lead Person	Kate Baldwin	Link Governor	Emily Sutton	C/Centre Code	
Objective 8 Identified in SEF Key Priorities – Short Term		Review our assessment arrangements, working collaboratively to develop an understanding of good practice and using a range of assessment tools which will ensure consistent application, maintain high expectations and meet new statutory requirements			Target Group	All staff	
Outcomes: What success will look like for students/staff		<ul style="list-style-type: none"> Assessment remains best practice: accurate, standardised and capable of promoting next steps in learning Assessment arrangements meet statutory requirements Accurate assessment provide an overall profile of strengths and areas for development Timely intervention programmes are put in place which are effective and result in higher levels of progress and attainment over time 			Improvement Focus	Teaching	
	RAG	Action	Resources			Progress Checks	Evaluating
No.		Implementation Tasks	Personnel	Cost/Cover	Timescale	Monitoring	Impact & Evidence
8.1		Review and agree assessment descriptors for core subjects	Subject Leaders	-	Sept 17 onwards	Arrange times for teachers to meet with subject leaders Produce revised list of descriptors	Oct 17: Descriptors refined for Maths, English and Science
8.2		What is measured and assessed – strongly influences what is valued. Continue to focus on what matters most, not what is easiest to measure. Review assessment systems in light of this. 'Life without levels'	Teachers	-	Sept 17 onwards	IAPs. Monitor Rochford Review recommendations. Literacy and numeracy are foundations of later learning, we continue to test and track progress across the curriculum. Research systems to evidence progress in skills that are more difficult to measure e.g. PSHE, Behaviour, Play, Cognition	Teacher judgements are a valuable source of evidence of student learning. Teachers are better positioned to assess their students' depth of knowledge and understanding. Nov 17: Ongoing research and consideration of a range of progress measures.
8.3		Transfer all progress and evidence on to the new version of SOLAR	Teachers	-	Sept 17 onwards		Transferred to SOLAR V3 15.11.17

8.4		Moderation – teachers working together internally and across schools to review student assessments to ensure approaches are consistent and the assessments line up with external standards			Sept 17 onwards		Improved accuracy of teachers' formal judgements Teachers work together in professional learning teams, and can draw on a broader range of experience and expertise, and test their interpretations and approaches with each other.
8.5		Teachers collect evidence of learning in many different ways. They can do so formally through assessments and tests. Or they can do so informally through interactions with students and by observing their behaviour in class			Sept 17 onwards	Continue to use different types of evidence to build a complete picture of each student's learning.	Evidence is used to improve impact on teaching practices or student learning. Nov 17: Some narrative evidence on SOLAR, EYFS / MSI now using 2Simple app to record evidence of progress



Teaching, Learning & Assessment	Lead Person	Beth Kay	Link Governor	Julie Cox	C/Centre Code	
Objective 9 Identified in SEF Key Priorities – Short Term	Continue to centralize and share good writing practice and develop strategies for improving writing			Target Group	Teachers	
				Improvement Focus	Teaching	
Outcomes: What success will look like for students/staff	<ul style="list-style-type: none"> Different media celebrating students' achievements in 'writing': radio broadcast and podcast, display and anthology. A provision map of opportunities to enhance creativity and support 'writing'. 					

	RAG	Action	Resources			Progress Checks	Evaluating
No.	■ ■ ■	Implementation Tasks	Personnel	Cost/Cover	Timescale	Monitoring	Impact & Evidence
9.1	■	Consult teachers on how best to support staff in the delivery of writing.	KW	-	Dec 17	Consultation completed and feedback discussed and analysed at teachers' meeting.	Minutes from feedback meeting. 6.12.2016
9.2	■	Training in Clicker 7	Teaching staff		Dec 17	Training undertaken Student folders created	Students have specifically tailored resources to help them facilitate writing. Resource bank developed. Writing created using Clicker 7 is celebrated through display, radio and anthology.
9.3	■	Talk 4 Writing training	KW/BK	£200	Mar 18	Training undertaken	Training notes Potential implementation of new strategies for writing. Provision map
9.4	■	Broadcast students' sonnets on the Vibe radio.	KW/BK	-	May 18	Written sonnets Tony briefed on show content	Radio show Written sonnets Podcast on school website
9.5	■	Clicker 7 display of writing	BK/KW	-	May 18	Creation of display content to be discussed with teaching staff.	Examples of Clicker 7 writing. Minutes from meeting. Lesson plans. Display



PD, Behaviour and Welfare	Lead Person	Simon Brown	Link Governor	Jean Woods	C/Centre Code	
Objective 10 <i>Identified in SEF</i> Key Priorities – Short Term	Highly secure safeguarding practices where recording is consistent, easy to access and interpret.				Target Group	All Staff
					Improvement Focus	Safety
Outcomes: <i>What success will look like for students/staff</i>	<ul style="list-style-type: none"> Safeguarding is effective Monitoring of ongoing cases and initiation of new cause for concerns will be undertaken with ease, enabling greater and more effective sharing, ultimately meaning more positive outcomes through earlier targeted intervention. 					

	RAG	Action	Resources			Progress Checks	Evaluating
No.		Implementation Tasks	Personnel	Cost/Cover	Timescale	Monitoring	Impact & Evidence
10.1		Fortnightly DSL meetings	All safeguarding team and KP	MH to minute	30 minutes / fortnightly	Minutes	Effective communication between DSLs, knowledge of current cases shared and reviewed. Training attended shared and reviewed Keeping track of national and local changes
10.2		CPOMS (Child Protection Online Management System) fully embedded and effective	All staff / volunteers and Governors		Sept 2016	Monitoring of cause for concerns (C4C)	Safer recording practice in place
10.4		Supporting staff with logging in to CPOMS and recording incidents <ul style="list-style-type: none"> Induction training Annual updates 	DSLs		Team meetings in spring term	Team leaders and or line managers to ensure that missing team members are shown how to log on and record incidents	There will be no drop in the number of C4C
10.5		Regular review of Safeguarding (Child Protection) procedures	DSLs		Sept 2017 ongoing	Attend LCSB briefings Receive email alerts	Up to date robust policy and procedures in place Staff feel equipped and able to carry out their responsibilities
10.6		Child In Need and Looked After Children will be tracked by admin and brief meeting notes kept by school at attached to CPOMS	STAs J Spinney JA and SB	2.5 hours admin a week	ongoing	LAC and CIN students will be known	Improved multi agency support for families Internal system in place and updated as required



PD, Behaviour and Welfare	Lead Person	Kate Baldwin	Link Governor	Jean Woods	C/Centre Code	
Objective 11 <i>Identified in SEF</i> <i>Key Priorities – Short Term</i>	Continue to monitor students whose attendance falls below 90% and consider alternative strategies for early intervention with families who tolerate lower levels of attendance				Target Group	All Staff
					Improvement Focus	Safety
Outcomes: <i>What success will look like for students/staff</i>	<ul style="list-style-type: none"> ▪ 					

No.	RAG	Action	Resources			Progress Checks	Evaluating
	■ ■ ■	Implementation Tasks	Personnel	Cost/Cover	Timescale	Monitoring	Impact & Evidence
11.1							
11.2							
11.4							
11.5							
11.6							



PD, Behaviour and Welfare	Lead Person	Simon Brown	Link Governor	Jean Woods	C/Centre Code	
Objective 12 <i>Identified in SEF</i> <i>Key Priorities – Short Term</i>	Develop a high quality RSE programme which promotes wellbeing, prepares students for the physical and emotional changes they are likely to experience, and helps them to manage the changes as they emerge into adulthood				Target Group	All Staff
					Improvement Focus	Safety
Outcomes: <i>What success will look like for students/staff</i>	<ul style="list-style-type: none"> Safeguarding is effective Monitoring of ongoing cases and initiation of new cause for concerns will be undertaken with ease, enabling greater and more effective sharing, ultimately meaning more positive outcomes through earlier targeted intervention. 					

No.	RAG	Action	Resources			Progress Checks	Evaluating
	■ ■ ■	Implementation Tasks	Personnel	Cost/Cover	Timescale	Monitoring	Impact & Evidence
12.1							
12.2							
12.4							
12.5							
12.6							



PD, Behaviour and Welfare	Lead Person	Ceri Vosper	Link Governor	Clair Dibblin	C/Centre Code	
Objective 13 <i>Identified in SEF</i> <i>Key Priorities – Short Term</i>	Increase the range and depth of therapeutic integration including supporting and planning for behaviours, accessibility to mindfulness and sensory integration processes to support students wellbeing				Target Group	All Staff
					Improvement Focus	Safety
Outcomes: <i>What success will look like for students/staff</i>	<ul style="list-style-type: none"> A more effective support for students from KS4 onwards into either continuing school support or into community settings. A MDT approach to the management of our students which supports both their physical and mental wellbeing. An increasing number of students would benefit from a sensory program as well as a physical management program. The students currently within the MSI curriculum would be a priority but there are others within the school that require assessment and support as regards their sensory requirements. 					

No.	RAG	Action	Resources			Progress Checks	Evaluating
	■ ■ ■	Implementation Tasks	Personnel	Cost/Cover	Timescale	Monitoring	Impact & Evidence
13.1		Evaluate current OT provision and the effective adaption of the role	VS	Time	July 2018	Student records. Therapy sessions. Liaison with external/internal; staff. Adaption of the life skills programme	Evaluate current OT provision and the effective adaption of the role
13.2		Re-assess physio input as regards physical support and preparation for change/transition	SR	2 days pw reduced to x 1 day (part education funding) £7,000	July 2018	Student records. External appointments. Links with orthotics and wheelchair. Discharge report and handover.	Re-assess physio input as regards physical support and preparation for change
13.3		SaLT include transition students within the current case load but don't currently have a specific therapist for the role.	All SaLT	Increased therapy time – Current budget plus an additional day	July 2018	Separation of case load. Specific assessment tools. Links with external professionals.	SaLT include transition students within the current case load but don't currently have a specific therapist for the role.

13.4		More robust 'Leavers'/transition report with collated information from all departments	All Therapy and Admin Support	Time – increase in admin support for the period June-July x 3days	July 2018	Therapy reports and information collated into one document. Supporting information. Link with external therapists. Re-designed report format.	More robust 'Leavers'/transition report with collated information from all departments Improved communication process with external therapists/nurses if required.
13.5		Discussion with external Clinical Psychology service provider.	CV/ Steve Clark	Time	May 2018	Points of discussion. Service level agreement and or acknowledgment of need. Joint clinic with pediatrician.	
13.6		Re-evaluate PBMP with input from external provider and or counsellor- either supporting staff or assessment of PBMP recommendations.	N/SM/ External provider	Time. 0/T?	May 2018	PBMP layout. Minutes of meetings Liaison and discussions.	
13.7		Holistic overview of the process.- Support to staff and students as regards body awareness, mindfulness and behaviour.	SR	Dedicated time x 1 day (part education funding) £7,000day	Nov 2018	Staff training programs in Mindfulness and wellbeing. MDT meetings Student records. PBMP content.	
13.6		Ongoing recording of data on IRIS	All Relevant Staff	Time	Ongoing	Cross reference PBMP to IRIS report this is already currently in place but need to track potential impact of changing/increased input.	
13.9		Initial training to support SI delivery. 3 part training program	Chloe Wright	2/3rds already funded £650	Dec 2018	Training record. Course attendance Case studies	Initial training to support SI delivery. 3 part training program
13.10		Assessment of appropriate students followed by instruction to staff.	Chloe Wright/All relevant staff	Time	Sept 2018	Training records Sensory Integration programs Student records	Assessment of appropriate students followed by instruction to staff.
13.11		Equipment to support SI delivery in a variety of setting.	Chloe Wright	£350	July 2018	Record of purchases. Equipment store. SI programs	Equipment to support SI delivery in a variety of setting.



Personal Dev, Behaviour & Welfare		Lead Person	Simon Brown	Link Governor	John Pearce	C/Centre Code	
Objective 14 Identified in SEF Key Priorities – Short Term		Transitions are effective and support the needs of students and their families			Target Group	Staff & Students	
Outcomes: What success will look like for students/staff		<ul style="list-style-type: none"> ▪ High expectations, aspirations and a determination to enable young people to be as independent as possible ▪ Successful preparation for adulthood, including independent living and employment ▪ Improved attainment and progression of students ▪ Look to extend person-centred planning into transitional review meetings ▪ Greater links with local colleges and schools ▪ Extend the breadth of opportunities provided for young people to experience the world of work by accessing work/training/voluntary placements, establishing a network of community based employers and possible parent business partnerships ▪ Further develop opportunities for enterprise within school ▪ Harness the experience of former students to motivate current students 			Improvement Focus	Whole School	
	RAG	Action	Resources			Progress Checks	Evaluating
No.		Implementation Tasks	Personnel	Cost/Cover	Timescale	Monitoring	Impact & Evidence
14.1		Support families' experience of the system. Overseeing EHCP transition reviews.	ELT	-	Sept 2017 Ongoing	Provide resources to support and prepare parents that will participate in the process.	Successfully supported 17 EHCP transfer Reviews. Planning in place for 2016-17
14.2		Planning and applying more person-centred reviews.	KB/JS		July 2018	Increased number of PCRs planned. Facilitators trained.	8 students supported to have ownership of the review meeting. Action plans agreed. All interacting and collaborating. Achieving positive change.
14.3		Transition duties established so students and families are supported through when changing schools, with changes that happen in school and when moving on from school.	ELT	-	Sept 2017 Ongoing	Nursery/School/Post Transition packs Agreed timeline for transition Review policy statement	Feedback suggests transitions are effective, planned well and implemented in good time.
14.4		Ensure transition programmes bring personalisation, relevance, choice and flexibility into the learning.	ELT	-	Sept 2017 Ongoing	Transition Plans Student Learning Pathways	As well as programmes which allow vocational and academic progress, specialist interventions, such as counselling, are also available for the pupils when required.

14.5		Ease the summer holiday transitions for families encouraging parents to see everyday activities as learning opportunities.	Teachers		Dec 2017 Ongoing	Facilitate Adventure Days information to families. Structured conversations and discussions with parents Provide resources and activities	Strengthened parent partnerships and engagement
14.6		Enhance the quality of the careers professional working in school: • Dedicated time • Level 6 Diploma	ST	£999	Mar – Oct 2017	Enrolled on course Monitor activities and quality of guidance taking place	Future Options Coordinator trained to Level 6. Positive feedback from families from our onsite future pathways support, information and guidance.
14.7		Continue to establish links with LAs, local schools, colleges and universities. Establish joint projects.	ELT Teachers	-	Jan 2018 Ongoing	Links established. Key staff identified. Joint projects arranged with local mainstream providers. Review link projects.	Involved in Bournemouth and Poole Post 16 Education Plan – preparing for the future survey Bournemouth University joint working
14.8		Create further opportunities for VEC students to visit and experience mainstream providers.	ELT Teachers	-	Jan 2018 Ongoing	Opportunities established. Visits taking place. Review experience.	Student attending evening classes at B & P College. Student work shadowing local councillor.
14.9		Maintain and develop work experience placements to offer greater range of opportunity.	AC / SD / ST	-	Jan 2018 Ongoing	Research and contact providers. Organise work experience placements / week.	Organised onsite opportunity for year work experience / apprenticeship qualification in Creative Arts and PE.
14.10		Continue to monitor students' destinations	SB / ST		Sept 2017 Ongoing	Complete post transition survey October and March Leavers Destination Report to Governors Website information posted	Despite complexity and restriction in some EHC reductions with a determined and positive approach we continue to make transition a positive celebration of achievement
14.11		Set up an alumni page on the website and encourage former students to share their experiences and visit their peers here at VEC	MS / Ach ACo		Apr 2018 Ongoing	Alumni page on website operational	Former students in careers and recent leavers in FE inspiring current students
14.12		Work with University of Kent to support research related to transitioning	SB / ACo		Jan 2018 Ongoing	Identify students moving to an adult social care placement	



Outcomes	Lead Person	Kate Baldwin	Link Governor	Colin Van Schagen	C/Centre Code	
Objective 15 <i>Identified in SEF</i> <i>Key Priorities – Short Term</i>	Trial the use of Engagement Scales linking with other pilot schools nationally to further develop our approach to engagement			Target Group	Teachers	
				Improvement Focus	Achievement	
Outcomes: <i>What success will look like for students/staff</i>	▪					

No.	RAG	Action	Resources			Progress Checks	Evaluating
	■ ■ ■	Implementation Tasks	Personnel	Cost/Cover	Timescale	Monitoring	Impact & Evidence
15.1				-			
15.2							
15.3							
15.4				-			
15.5				-			



Outcomes	Lead Person	Kate Baldwin	Link Governor	Colin Van Schagen	C/Centre Code	
Objective 16 <i>Identified in SEF</i> <i>Key Priorities – Short Term</i>	Participate in the Pre-Key Stage Standards (PKS) national pilot programme, using revised versions to undertake assessments of students and provide qualitative feedback to Standards and Testing Agency			Target Group	Teachers	
				Improvement Focus	Achievement	
Outcomes: <i>What success will look like for students/staff</i>	▪					

No.	RAG	Action	Resources			Progress Checks	Evaluating
	■ ■ ■	Implementation Tasks	Personnel	Cost/Cover	Timescale	Monitoring	Impact & Evidence
16.1				-			
16.2							
16.3							
16.4				-			
16.5				-			



Outcomes		Lead Person	Angus Collins	Link Governor	Mohan Iyengar	C/Centre Code	
Objective 17 Identified in SEF Key Priorities – Short Term		Review the range of accreditation so it is increasingly individualised and progressive, leading to differentiated learning pathways and a sharper focus on accredited outcomes for students against challenging targets			Target Group	MSI students	
					Improvement Focus	Progress	
Outcomes:		<ul style="list-style-type: none"> To ensure the students have individual progression pathways which have clear and challenging targets. Accreditations support and enhance our students learning and provide them with the skills and qualifications to achieve their potential and future prospects 					
	RAG	Action	Resources			Progress Checks	Evaluating
No.		Implementation Tasks	Personnel	Cost/Cover	Timescale	Monitoring	Impact & Evidence
17.1		To review the courses and accreditation on offer to the students in both KS4 and Post 16.	ACo	-	July 2018	Meet with current teaching staff to look at current accreditation and possible future courses.	Meeting minutes. Staff to offer potential courses.
17.2		To discuss with the students subjects that they would like to study further and look at whether it is feasible to deliver these subjects.	ACo / Teachers	-	May 2018	Meet with students to discuss preferences. To look at whether it is feasible to deliver these courses.	A list of potential courses recorded. Further meetings with teaching staff to discuss choices.
17.3		To ensure the students have individual progression pathways which have clear and challenging targets.	ACo	-	October 2017 Ongoing	To look at producing clear targets for all the students and then planning pathways to show progression.	Students to have individual progression pathways.
17.4		To endeavour to link student ability with suitable accreditation.	ACo	-	June 2018	To look at the potential of further Level 1, Level 2 and possible Level 3 courses. A list of courses produced.	New courses resourced and researched.
17.5		To review the courses and accreditation on offer to the students in both KS4 and Post 16.	ACo	-	July 2018	To meet with current teaching staff to look at current accreditation and possible future courses.	Meeting minutes. Staff to offer potential courses.
17.6		Continue to provide and expand a wide range of experiences of work	ACo / ST		Sept 2017 Ongoing	Meet with students to discuss preferences.	Experiences are beneficial, appropriate and build skills and knowledge



Pursuit of External Award	Lead Person	Lisa Boyes	Link Governor	Julie Cox	C/Centre Code	
	Achieve International School Award reaccreditation 2018-2021				Target Group	Students/Staff
					Improvement Focus	Whole School

Outcomes: <i>What success will look like for students/staff</i>	<ul style="list-style-type: none"> Empowering students and staff to improve our environment and to lead change Improving students' skills and raising their environmental awareness Reducing our environmental impact so we waste less creates financial savings Eco-Schools is a global initiative - our students join millions of children from 64 countries in creating change for the benefit of future generations
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	RAG	Action	Resources			Progress Checks	Evaluating
		Implementation Tasks	Personnel	Cost/Cover	Timescale	Monitoring	Impact & Evidence
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Pursuit of External Award		Lead Person	Lisa Boyes		Link Governor	Adam Hyland		C/Centre Code	
		Achieve Rights Respecting Schools Silver Award					Target Group	Students/Staff	
							Improvement Focus	Whole School	
Outcomes: <i>What success will look like for students/staff</i>		<ul style="list-style-type: none"> To explicitly embed the UN Convention on the Rights of the Child in its policy, practice and culture To put into action and develop the plans outlined in Level 1 Audit and Action Plan which we submitted to get ROC. To begin to see the positive impact of these actions on children, young people and staff, and also on the school's ethos, practice and environment To promote knowledge and understanding of the Convention throughout school community Children and young people are beginning to see themselves as rights-respecting global citizens and advocates for fairness and children's rights locally and globally. To achieve our Level 1 award 							
	RAG	Action	Resources			Progress Checks		Evaluating	
		Implementation Tasks	Personnel	Cost/Cover	Timescale	Monitoring		Impact & Evidence	
		To meet with Amy and put all of the evidence required into our RRS folder in the correct sections	LB AH	1 day	Jan 2018	Folder will be set up and information gathered			
		Date arranged for pre-assessment visit/meeting with Jilly Hillier to see how we are progressing towards Level 1	LB AH		Feb 2018	A meeting is going to be held either in school or via a Skype link			
		Staff to be made aware of resources available on UNICEF website	LB		June 2018	Teachers meetings Email links Planning		Staff aware of resources. More work needs to be done to embed them in school. Staff to be putting RRS into their Medium term plans – cross-curricular links, etc. Signposting displays and #TftW	
		RRS to be introduced at a School Council meeting	LB CV		Ongoing	RRS to be introduced at a School Council meeting		Students will be informed about the RRSA Class charters in place increasing awareness about the 52 articles and how it impacts on their lives.	

		Make sure that RRS is a regular item on staff meeting agendas	LB		Feb 2018	Email Simon and ensure that RRS is on the staff agenda and links are given with TftW	
		Two curriculum areas provide effective opportunities for learning about the Convention.	LB		March 2018	Two curriculum areas will be identified and opportunities will be given to learn about the Convention.	

Pursuit of External Award	Lead Person	Simon Higgins	Link Governor		C/Centre Code	
	Achieve School Games Mark Gold				Target Group	Students/Staff
					Improvement Focus	Whole School

- Outcomes:**
What success will look like for students/staff
- To achieve Sports Mark Gold
 - To develop links and fixtures with other schools
 - Improve and tailor the extra-curricular provision

	RAG	Action	Resources			Progress Checks	Evaluating
		Implementation Tasks	Personnel	Cost/Cover	Timescale	Monitoring	Impact & Evidence
		Register and complete Inclusive health check on School Games website	SH	-	July 2017	Information downloaded.	Information and criteria gained from Sports Mark
		PE Meeting to audit, complete action plan, agree activities to cover all aspects of the Gold Criteria.	SH and team		Feb. 2018 Ongoing	Group minutes and actions. Online resources.	
		Hold a School Games Day as a culmination of a year round competition programme.	SH and team	-	July 2018	Planning and minutes of meeting.	Feedback from staff/ students.
		Statement of commitment prepared and linked to EIP	SB / SH Governors		Ongoing	Approval by Head teacher and Governors.	Approval from LG
		Delivery of development priority	SB		July 2018	Action plan reviewed and linked to quality principles	
		Discussion with Sam Cox – SGO for Poole	SH / Sam Cox		Feb.2018	Support meeting. Progress check.	
		Contact other schools for fixtures – developing Inter-Sport.	SH		Sept. on-going	Fixture diary – fixture results logged.	Results: continued development.
		School Noticeboard with fixtures and information.	SH		Feb. 2018	Review and add information to the board. Highlights fixtures.	
		Holding and recording of club information.	FD		September on-going	Record students that attend clubs after school. Review and adapt clubs where necessary.	
		Develop a Sports Council/ organising Committee for Sport.	SH		Dec. 2017	Meetings, actions, follow up of actions, empowering students to make decisions.	

