



Staff
Document

Woodfield School

School Development Plan
2015 - 2018

Date: June 2016

Reviewed: May 2017

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| Area: Curriculum and Assessment | | | | Monitored By: Teaching and Learning Committee | | |
|--|--|------------------------------|--------------------------|--|---|--|
| Target | How | When | Cost/Budget Code | Impact on Teaching and Learning | Success Criteria | Review |
| Curriculum Development: Develop the curriculum to ensure it is destination led and meets the needs of pupils and statutory guidance. | INSET days/evenings and staff meetings to focus on curriculum development and pedagogy. | Autumn 15 and ongoing | SLT/staff meeting time | Teaching staff are clearly informed regarding what they should be teaching | Motivating and engaging curriculum in place and being taught. | Most of this is now completed. |
| | Curriculum Managers to review curriculum policy/rationale to ensure that it meets the needs of all pupil groups and takes into account curriculum developments and NC changes 2014. | Summer/Autumn 16 and ongoing | SLT/staff meeting time | Curriculum policy/rationale reflects the needs of all pupils and ensures provision meets needs, is relevant, destination led, motivating and engaging. | Updated Curriculum Policy/rationale in place. | SD has visited Rosewood special school to look at curriculum. |
| | Curriculum Managers to continue to lead curriculum learning teams in the development of the curriculum | Ongoing | Meeting time/SLT time | Motivating and engaging curriculum leads to improved and sustained pupil progress. | Curriculum framework information accessible on school website | We still need to finalise the Curriculum rationale document. Draft document completed. |
| | SD/IB to further investigate the possible use of IMPACTS | Autumn 17/Spring 18 | Meeting time/SLT time | More detailed PMLD curriculum which is directly linked to assessment | Decision made on whether to use IMPACTS or not | A curriculum file needs to be put together so we have all documents in one place. Feedback from teachers has been sought. |
| Curriculum Development: Develop schemes of learning in line with new curriculum framework. | SLT to review subject leader roles and responsibilities in the light of curriculum and staff changes. | Autumn 16 | SLT meeting time | Motivating and engaging curriculum leads to improved and sustained pupil progress. | All Schemes of Learning are in place for the 6 areas of learning. | Curriculum learning teams are in place and a leader identified for each team. |
| | SLT to review the format in which Schemes of Learning are written to ensure they deliver the new curriculum with clarity and consistency. | Summer/Autumn 16 | SLT meeting time | | Schemes of Learning are trialled. | SoL format reviewed and formalised. |
| | Subject leaders/teams to review Scheme of Learning. | Summer 17 | Staff Meeting Time/INSET | | All schemes of learning have been reviewed | SoL will be reviewed in the next academic year and not in Summer 17 |

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| <p>Work Related Learning and Careers Education curriculum: To develop further work experience opportunities; and supported internships for students in Post 16.</p> <p>To explore and develop work related learning opportunities for Key Stage 3 and 4</p> <p>To develop further work with Youth Connexions to ensure the provision of independent Careers Information, advice and guidance.</p> | <p>WRL team to increase the range of work experience opportunities available to all Post 16 students, including extended work experience. Youth Connexions to ensure relevant health and safety checks are carried out.</p> | Autumn 15 and ongoing | Time Connexions £1800 E27 | <p>Students in KS 4 and Post 16 have relevant community based/work opportunities in which to enhance their learning.</p> | <p>Increased range of work experience opportunities/supported internships available for KS 4 and Post 16 students.</p> | <p>The focus for this work has been on the setting up of the school coffee shop and development of WRL within school including the development of café skill work.</p> <p>Next year we need to focus on external work experience as well as doing Supported Internships for the 2 leavers.</p> <p>WRL with KS3 and KS4</p> |
| | <p>WRL team to work with secondary department staff, to develop further work related learning with KS3 and KS4</p> | On going | Time £1000 E19 | <p>Teaching and Learning is practical and 'life skills' based, motivating and engaging.</p> <p>Students have access to Supported Internships and more work experience opportunities.</p> | <p>Year 14 students participate in supported internships as appropriate.</p> | |
| | <p>SD to work with WRL team to explore possible WRL opportunities for PMLD pupils</p> | Autumn 18 and ongoing | Time | <p>A wide range of work related learning opportunities exist for secondary aged pupils and work related learning is embedded throughout the curriculum.</p> | <p>KS 3, KS 4 and Post 16 curriculum includes WRL opportunities, including work experience.</p> | |
| | <p>WRL team to work with appropriate staff to develop WRL opportunities in onsite café and retail.</p> | Ongoing as required | Time | | <p>Students have access to independent careers advice and guidance which meets statutory requirement.</p> | |

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| <p>Progression: To track individual pupil progress across English, Maths, Science, Computing, PE and PSHE and ensure that pupils are enabled to make good and outstanding progress.</p> | <p>GW to work with teaching staff to ensure pupil progress is tracked, including ISEC, RfL, MOVE.</p> | Ongoing | Progress meeting time – supply cover costs 4 days E02 | Teaching staff more aware of the progress pupils are making and teaching planned to ensure pupils are enabled to make good/outstanding progress. | Pupils make good and outstanding progress across all subjects. | SOLAR is now in place which is enabling us to track progress with ISEC, RfL, MOVE | |
| | <p>GW to ensure all teaching staff are predicting where pupils will be at the end of a key stage and that they are focussing on progress over a term.</p> | On going | | Teachers can predict and plan for long term progress. | Teachers set predictive targets for progress over a key stage and are focused on termly progress being made by all the pupils in their class. | Target setting on SOLAR is just being done following progress meetings. | |
| | <p>GW/Curriculum Team Leaders to analyse data and ensure Areas of Learning are appropriately resourced to meet needs of pupil groups.</p> | Ongoing | Time | | Teachers focused on progress over a term, and effectively plan to meet individual needs of pupils in their class. | Curriculum Team leaders refer to Progression Guidance, as appropriate, when analysing data. | We will look at Curriculum learning team leaders analysing data in the autumn term |
| | <p>GW to keep up to date with developments locally and Nationally regarding 'Life without Levels'. Review use of Herts for Learning assessment package.</p> | Ongoing | | | | Areas of Learning appropriately resourced. | HfL assessment package has been trialled and reviewed |
| | <p>GW to explore possible assessment packages to replace PRYSM and paper based pupil profiles. Include looking at MAPP.</p> | Ongoing | | Costs to be identified – approx. £3000 E19 | | Appropriate tracking systems in place and effective in showing progress for current cohorts at current time. | SOLAR is now being used to replace PRYSM. |
| | <p>DP/JH to implement use of the new SIMS Assessment manager system for special schools and trial</p> | Autumn 16 | Time | | | SIMS Assessment Manager was not as we were expecting it and we are therefore not using it. | |

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| <p>PMLD provision: To embed MOVE in practice across the school.</p> | <p>SD/MOVE team identify pupils suitable for MOVE and lead necessary meetings to put programmes in place - at least 1 per term.</p> | Ongoing | Staff time | <p>MOVE helps to give pupils more opportunities and possibilities for independent movement. In turn this can help to develop their cognitive and communication skills, and it can also improve health and social inclusion. Movement is the cornerstone to learning – we learn by exploring the world around us, therefore pupils with more complex needs will have greater opportunities for learning.</p> | <p>MOVE programmes in place and being implemented.</p> | <p>The MOVE philosophy is embedded really well across the school.</p> | |
| | <p>SD to organise and run regular MOVE practitioner meetings at least 1 per term after school hours.</p> | Termly | £240 E02 | | <p>MOVE meetings take place with parents.</p> | | <p>We have more pupils on MOVE programmes than we initially planned – more than 1 per term.</p> |
| | <p>SD to ensure sufficient numbers of staff are trained as MOVE practitioners and that current practitioners are updated as necessary.</p> | Ongoing | Staff time/training cover costs E09 | | <p>MOVE meetings with staff take place regularly and appropriate training takes place to ensure sufficient staff trained as MOVE practitioners.</p> | | <p>Meetings with parents have taken place as well as review meetings</p> |
| | <p>SD to ensure that new staff have MOVE induction so they are fully aware of the use of MOVE within school</p> | Ongoing | Staff time | | <p>MOVE session included as part of induction programme for new staff.</p> | | <p>We now need to train more staff as MOVE practitioners to ensure it is sustainable.</p> |
| | <p>SD to work with staff to ensure MOVE is embedded in practice and that staff are confident in running MOVE programmes across the school.</p> | Ongoing | Staff time/resources £500 E19 | | <p>Quality Mark obtained</p> | | <p>We are in the process of gaining the Quality Mark.</p> |
| | <p>SD/MOVE team to lead on obtaining MOVE Quality Mark</p> | Summer term 17 | Time | | <p>Centre of Excellence status achieved.</p> | | |
| | <p>MOVE team/trainer to work on achieving Centre of Excellence status.</p> | Summer term 18 | Time | | | | |

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| <p>PMLD Assessment: To embed in practice the use of Routes for Learning as an assessment tool for assessing pupils at P1i – P4</p> | <p>SD to ensure RfL is implemented in the classroom when assessing the pupils and is being used to plan provision</p> <p>SD - Support staff to receive training in the use of RfL</p> <p>SD to work with staff to ensure RfL is embedded in practice</p> | <p>Ongoing</p> <p>As necessary</p> <p>Ongoing</p> | <p>Time</p> | <p>Appropriate assessment methods in place which enable staff to be clearly focused and informed on the needs of individual pupils with complex needs.</p> <p>Teaching staff more aware of the progress pupils are making and teaching planned to ensure pupils are enabled to make good/outstanding progress.</p> | <p>Staff informed/updated about RfL through staff meeting and TA training</p> <p>RfL implemented in all classes as appropriate.</p> | <p>Direct training sessions with teachers have taken place plus refreshers.</p> <p>TA training has been completed. Some TAs have targets for their development of RfL.</p> <p>Integrated much more in to planning.</p> |
| <p>College Links and Transition post school: To develop further our links with local colleges and post school providers.</p> <p>To ensure appropriate post school transition is in place and working effectively.</p> | <p>GW/IB/PW/ALG to work with college providers, DSPL group. 16/19 progression workstream and Youth Connexions to develop further the provision of appropriate transition programmes for Post 16 students.</p> <p>GW/IB/PW/ALG to work with Youth Connexions to develop appropriate Careers curriculum and to develop and extend career's work in secondary department.</p> | <p>Spring 16 and ongoing</p> <p>Autumn 15 and ongoing</p> | <p>Time</p> <p>£1000 E27</p> <p>Connexions £1800 E27</p> | <p>Students will have further opportunities to enhance their learning in post school environments.</p> <p>Targeted learning supported by transition links with post school settings.</p> <p>Careers programme is motivating and engaging and supports students effectively in their preparation for moving on from school.</p> | <p>Appropriate transition programmes in place for all year 14 students.</p> <p>Appropriate links in place and working effectively.</p> <p>Careers curriculum identified within PSD scheme of learning for KS 3 and KS 4.</p> | <p>Post school transition is going much smoother this year.</p> <p>Plans are already in place for next year's transition</p> <p>A weekly college link is being developed with Oaklands college for next academic year.</p> |

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| <p>Post 16 assessment: To ensure appropriate system (ISEC) is in place and being used for tracking student progress in Post 16</p> <p>To look at ways of recording achievement of accredited qualifications achieved.</p> | <p>GW to work with IB to monitor and discuss appropriate methods of recording and tracking progress.</p> <p>GW/IB to lead on analysing Post 16 progress without Milestones</p> <p>IB/GW to identify possible ways of recording and analysing achievement of awards</p> | <p>Spring 16 and on going</p> <p>Summer 16 and ongoing</p> <p>Summer 16 and ongoing</p> | Time | Analysis of data informs staff about progress students are making and teaching is planned to ensure students are enabled to make good/outstanding progress. | <p>Appropriate system in place (ISEC) and being used to effectively track progress.</p> <p>Post 16 progress tracked and analysed</p> <p>Qualifications recorded and progress analysed.</p> | <p>ISEC statements are integrated into planning for Post 16</p> <p>SOLAR is being used for tracking progress in ISEC</p> <p>Analysis of progress against ISEC statements will be completed this term</p> |
| <p>Provision Mapping: To ensure provision meets individual pupil needs.</p> | <p>SD to take the lead with SLT to discuss further the way forward with regard to mapping provision for individual pupils.</p> | Spring 17 | SLT meeting time | Ensures monitoring of provision in place | Provision Map in place for each pupil. | Provision identified in EHCP review reports is now more detailed |
| <p>Computing and mobile technologies: To develop further practical and mobile ICT opportunities for students across the school, with a focus on 14-19 year olds.</p> | <p>ALG to add mobile activity ideas and practical aims to the computing scheme of work.</p> <p>ALG/GW to explore assessment of computing in relation to practical and mobile ICT.</p> <p>ALG/DP to discuss and purchase mobile phones and contracts for student use and relevant apps for learning. Discuss policy for students using their own mobile devices from home in school.</p> | <p>Autumn 15 and ongoing</p> <p>Spring/Summer 17</p> <p>Autumn 16</p> | <p>Time</p> <p>Time</p> <p>Costs to be identified</p> | <p>Students will have up to date and relevant technology skills to support their learning at school, within the community and in their future lives.</p> <p>Teaching and learning is practical and 'life skills' based which is more relevant and motivating.</p> | <p>Increased range of mobile technologies/relevant apps available.</p> <p>Computing assessment clear and quantifiable.</p> | <p>Inclusive Technology are coming in to demo more Apps.</p> <p>Teaching and learning is practical and life skills based in line with our new curriculum.</p> <p>Further work to be developed in respect of control technology.</p> |

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| <p>Global Learning curriculum development: To develop further the global learning curriculum ensuring global learning is embedded within the Me and My World Area of Learning.</p> | <p>ALG to ensure global learning is embedded within the scheme of learning for Me and My World. Discuss with global learning team.</p> | Autumn 16/Spring 17 | Time | Global learning will be spread across the school by teaching following the new scheme of learning. | <p>Increased opportunities to access global learning.</p> <p>Students participating in eTwinning and global learning activities across the school.</p> | <p>This is now within the Me and My World curriculum</p> <p>A residential trip to Belgium has taken place</p> |
| <p>Personal Skills: Demonstrate pupils' progress in personal skills: Independence, Self-esteem and Confidence</p> | <p>Assessment statements in place for Independence, Self-esteem and Confidence (ISEC) are being used across the whole school and evident within teachers planning and targets being set for pupils. Baseline pupils in all classes.</p> <p>Trail use of ISEC and review statements</p> <p>Develop activity ideas and assessment activities for each of the statements.</p> <p>Develop further database/assessment package in order input data and track progress of pupils.</p> | <p>Summer/Autumn 16</p> <p>Autumn 16/Spring 17</p> <p>Spring 17/Summer 17</p> <p>Autumn 18 and ongoing</p> | <p>Time</p> <p>Staff meeting time</p> <p>Meeting time/INSET day</p> <p>Time</p> | <p>Info used for planning next steps and improving parents/staff awareness of pupil's capability so that everyone has high expectations.</p> <p>Progress identified and monitored</p> | <p>Comprehensive ISEC package in place.</p> <p>System in use and staff and parents aware of pupils' skills and progress.</p> <p>Assessment levels moderated with another SLD school using the same package.</p> | <p>All pupils are now baselined in ISEC and this is becoming more embedded within the school.</p> <p>Developing activity ideas and moderation will be moved to summer 18</p> <p>SOLAR is now being used for tracking progress.</p> |

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| Target | How | When | Cost/Budget Code | Impact on Teaching and Learning | Success Criteria | Review |
| <p>Lesson Observations: Ensure regular lesson observations take place in order to improve the quality of teaching and learning.</p> <p>Develop a culture of peer mentoring/ coaching initially through peer observation.</p> | <p>SLT to plan for observations of lessons on a yearly basis, with specific themes based on current priorities.</p> <p>SLT to do paired observations of some teaching staff in order to moderate judgements of teaching.</p> <p>SLT to do learning walks with multi-disciplinary team including Gobs, TAs, Teachers</p> <p>SLT to discuss and organise schedule of peer observation. Discuss with staff and encourage a culture of peer mentoring/coaching initially through peer observation.</p> <p>SLT to complete lesson observations focused on teachers standards alongside an identified area of priority.</p> | <p>Every Autumn term</p> <p>Every Autumn term</p> <p>Every Spring term</p> <p>Spring 17</p> <p>Every Summer term</p> | <p>Time</p> | <p>Observations lead to improved teaching and consequently improved learning and pupil progress.</p> <p>Relevant CPD organised as result of lesson observations therefore improving teaching.</p> | <p>Lesson observations completed as planned.</p> <p>Feedback given to teachers and good practice is shared.</p> <p>CPD organised as relevant</p> <p>Lesson observations moderated by SLT</p> | <p>Regular lesson observations take place.</p> <p>Lack of cover has meant that peer observations could not take place. We will address this next academic year.</p> |

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| Assessment for Learning: Ensure teachers and support staff are effectively implementing AfL strategies within their classes/lessons | GW/SD to lead teaching staff training session and TA training session to focus on AfL | Autumn 15 | Training time | Use of appropriate AfL strategies leads to improved teaching and learning and pupil independence. | Staff demonstrate their skills in using AfL strategies effectively in their lessons. | AfL group has been set up. There are regular attendees and others who dip in and out. Group led by Samantha. Peer work taking place. Good sharing of ideas and professional discussions. AfL Network book launch – staff developed ideas further from this. |
| | GW/SD to include as part of induction | Ongoing | Time | | Learning Walks take place | |
| | GW/SD to set up and lead AfL working group within school and ensure use of AfL strategies are embedded in practice across the school | Spring 16 and ongoing | Time | | Lesson observations in summer term focus on AfL. | |
| | GW to organise a Learning Walk to include Governors, teachers and support staff in 2 groups | Spring 17 | Time | | | |
| | SLT to observe AfL as a focus for lesson observations | Summer 17 | Time | | | |

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| Computing and mobile technologies: To develop staff understanding of using mobile technologies with students. | ALG/DP to compile a list of places within our local community that offer free Wi-Fi services. | Autumn 15 | Time | Staff will have more confidence to use mobile technologies to provide relevant learning opportunities for students. | Staff demonstrate their skills in using and teaching mobile technologies. | Parent workshop on iPad apps was completed. | |
| | ALG/DP To deliver staff training on how to use mobile technologies, such as iPhones and iPads, whilst out in the community, as well as using iPads in a more productive way. | Spring 17 | Training time | Students will use iPads as a 'learning and independence tool.' | Students tolerate using mobile technologies in a more directed manner. | Further work to be completed on this. | |
| | ALG to work with staff to remove iPads as a 'leisure option' for at least a term (after staff training) in order to develop iPads further as a learning tool. | Summer 17 | | | ICT will be used more in the community. | | |
| Communication: To update communication policy and share with all staff to meet individual pupil needs To ensure sufficient AAC's available for use across school as necessary | BH/JP/SD to meet on a regular basis to discuss communication and to meet with SaLT. | Ongoing | Staff time | Pupils will have more appropriate and consistent communication which will enable them to express their needs and wants. | Communication policy updated. | Communication policy has been updated and shared with all staff. | |
| | New Communication policy agreed with SLT. | Autumn 16 | | | Policy embedded in practice. | Regular meetings take place with JP and MW | |
| | BH to update staff on communication policy | Autumn 16 | | | Pupils will have greater access to a wider range of vocabulary through the use of technological aids. | Staff more aware of policy and acting on it. | iPads/AAC's are purchased as necessary. |
| | SLT to look at individual staff timetables, particularly JP/MW, in order to support development of communication across the school | Summer 15 and ongoing | Staff time to programme AAC's | | | | |
| | BH/DP to purchase mini iPads/AAC's as needed. | Ongoing | £1000 E19 | | | | |

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| <p>Global learning and International Links: To develop further project based activities and staff development opportunities with European schools.</p> <p>Ensure staff are confident to teach global learning themes.</p> <p>To share global learning good practice with other schools.</p> | <p>ALG to coordinate projects, activities and work of global learning team. Work with staff across school to ensure they are confident to engage with global learning.</p> <p>ALG To extend links with teachers across Europe to increase range of staff development opportunities.</p> <p>Global Learning Team to run, take part in and encourage others to take part in global learning projects.</p> <p>ALG To work with John Warwick to complete application and submit for Erasmus + project funding. If successful with bid ALG to set up Erasmus links, plan and lead activities with a range of schools across Europe.</p> <p>ALG To work with John Warwick to continue development of International work across the school.</p> | <p>Spring 15 and ongoing</p> <p>Autumn 15 and ongoing</p> <p>Autumn 15 and ongoing</p> <p>Spring/Summer 16</p> <p>Ongoing</p> | <p>Time Resources and activities £1500 E27/E19 plus possible Erasmus funding</p> <p>Time</p> <p>Time</p> <p>Time</p> <p>£1,500 E27</p> | <p>Extended positive links with schools within our local area as well as globally.</p> <p>Students are engaged and actively involved in global learning projects, leading to improved learning and progress.</p> <p>Improved opportunities for learning through development of links with other schools.</p> <p>Provides a context and focus for engaging and motivating lessons.</p> <p>Gives opportunities for staff development</p> <p>Pupils have the opportunity to engage in learning with pupils from other countries</p> | <p>Links are developed and maintained.</p> <p>Pupils across the school are engaged in a range of Global learning projects.</p> <p>Staff are confident to teach global learning themes</p> <p>Links established, funding received and Erasmus+ work is planned and underway.</p> | <p>Completed.</p> |

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| <p>Communication - Elklan: To run Elklan training for staff.</p> | <p>BH to run course (with SaLT)</p> | <p>Summer 15 and annually thereafter.</p> | <p>Course materials</p> <p>?funding from DSPL</p> | <p>Staff more aware of appropriate ways to communicate at the right level for individual pupils.</p> <p>Pupils make greater progress with their communication skills</p> | <p>Course runs for a minimum of 8 staff.</p> | <p>ELKLAN courses are being run annually.</p> <p>Looking into Communication friendly school status.</p> |
| <p>Swimming: Review the provision for and teaching of swimming</p> | <p>Member of staff to be trained as an ASA Level 2 instructor.</p> <p>VJ/LB/TT/GW to review swimming provision as part of whole school curriculum review and development</p> | <p>Autumn 16/Spring 17</p> <p>Summer/Autumn 16 and ongoing</p> | <p>£2000 E09</p> <p>Staff time</p> | <p>Curriculum matches needs of pupils and enables them to make good progress</p> | <p>At least 1 member of staff trained as ASA level 2 instructor</p> <p>Curriculum reviewed and re-written if necessary.</p> | <p>School pool closed Spring/Summer 2016</p> <p>Astley Cooper deep pool used Autumn 2015 onwards.</p> <p>Pool opened Feb 17</p> <p>Provision for swimming to be reviewed in preparation for next term.</p> |
| <p>Moderation: To ensure accurate Teacher Assessment across the school.</p> | <p>Teaching staff to be involved in regular moderation activities in school and externally (SLD schools' moderation group).</p> <p>GW to liaise with Lakeside to discuss possibility of linking to produce some comparative assessment data for progress across key stages.</p> <p>GW/SD/SB to continue to work with SSMAG group to moderate work across schools.</p> | <p>Termly and Ongoing</p> <p>Autumn 16 and on going</p> <p>On going</p> | <p>Staff meeting time</p> <p>Cover to attend SLD moderation meetings</p> <p>Time</p> <p>Time/ supply cover for SD/SB</p> | <p>Teacher's skills in assessing pupil's levels are improved with more consistency between classes.</p> <p>Feedback from comparative data will enable sharing of good practice between schools</p> <p>Feedback from external moderation will be given to relevant teachers to enable them to maintain and improve their planning, teaching and assessment.</p> | <p>Teachers involved in moderation and show consistency of assessment levels.</p> <p>Regular moderation sessions built into staff meeting time.</p> <p>Summer TA levels moderated and put onto PRYSM.</p> <p>Comparative data available.</p> <p>TA levels externally moderated.</p> | <p>Limited work has been done on this due to the nature of assessment changing nationally.</p> <p>Moderation with external groups has taken place eg through SSMAG</p> <p>EYFS external moderation has taken place.</p> <p>AIM awards moderated externally.</p> |

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| Sensory/HI/VI: Make improved provision for pupils with sensory needs/VI | SD - Develop staff skills in the use of sensory equipment/techniques. | Spring 15 and ongoing | Staff development time | Teachers and TAs use information for planning next steps. | Staff more aware of pupils' sensory needs and more able to plan for meeting these needs. | Most of this has been completed. Some further work to be completed on refining visual profiles. |
| | SD to teach individual and small group sessions in the sensory room | Ongoing | Staff time | Staff are more aware and confident in teaching pupils with sensory impairments. | School environment more suited to meeting sensory needs. | |
| | SD to develop mobility and orientation programmes for individual pupils. | Ongoing | | Pupils with VI/sensory needs make improved progress | Pupils moving around the school more independently. | |
| | SD to develop the use of consistent names of places and landmarks around the school | Summer 16 | Staff meeting time | Pupils develop their mobility and orientation skills and become more independent. | VI profiles in place | |
| | SD to develop visual profiles for individual pupils. | Ongoing | | Pupils will be more confident and independent in knowing where they are around the school and in finding their way. | Staff using consistent names for places and landmarks. | |
| | SD to follow up outcome of teacher's guide on how to be a VI/HI friendly school. | Autumn 16 | | | | |
| | SD to participate in the Vital support group/VI Coords group once per term. | Ongoing | £120 E09 | | | |
| New Staff: Develop skills of teaching staff particularly those in their first 3 years of working at Woodfield, including NQT's. | SD Maintain robust mentoring system as appropriate. | On-going | Staff time | Improved teaching as teachers become more confident in their ability to teach pupils with severe/profound learning difficulties. | Lesson observations show that teaching from new teachers is mainly good. | Regular meetings with staff take place. Observations indicate teaching from newer teachers is at least good. Training and support is ongoing and based on individual needs. |
| | BH/SD to source relevant training and provide necessary support | On-going | | Pupils make better progress | Pupils make good progress | |

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| Area: Teaching, Learning and Staff Development | | | | Monitored By: Teaching and Learning Committee | | | |
|---|---|--|--|--|---|--|--|
| Target | How | When | Cost/Budget Code | Impact on Teaching and Learning | Success Criteria | Review | |
| Induction: To review induction package/ programme in place and develop further. | GW/BH/SD review existing Induction programme and paperwork to ensure it meets current needs of the school when new staff start/staff change roles. | Autumn 16 | Time | Staff well informed and equipped to work effectively and able to meet individual pupil needs. | Induction programme reviewed and updated if necessary. | Induction package has been reviewed. Database set up to track coverage of programme | |
| Interventions and therapies: To develop further and increase the provision of specific interventions and therapies based on individual pupil needs. To complete a project that uses a robot, Kaspar, to develop social interaction skills with pupils diagnosed with an ASD | SLT to work with teachers/OT to identify possible interventions for individual pupils. Relevant staff to explore the costs and possibilities of implementing specific interventions and therapies to include eg play, drama, music, pet, horse, art, aromatherapy, massage. | Spring 16 and Ongoing Spring 16 | Staff meeting time Costs to be identified for specific interventions – Use of Pupil Premium money E03 | Pupils' learning is improved through involvement in a range of interventions. Pupils are 'ready to learn' following intervention/therapy. Improved social interaction skills and independence. | A range of possible interventions and therapies are identified for pupils as relevant. A greater range of interventions/therapies are implemented across the school. | Changes in OT staffing have had a negative impact on developing further this work with regard to sensory integration interventions. Further work needs to be completed on developing other therapies/interventions. Trampoline has been provided for some of our pupils through Hemel partnership. | |
| | BH to identify extra provision provided to Pupil Premium Group and monitor impact. | Spring 16 and Ongoing | | | | | Music groups have been taking place this provided by the music service – targeted at PP pupils. |
| | BH/staff teams to discuss and explore possible interventions for relevant pupils. | Autumn 16 | Meeting time | | | | Kasper project completed and outcomes given to University Kasper project did not continue by Herts Uni. |
| | IB to identify pupils and get permission from parents | Autumn 16 | Staff time | | | | |
| | IB to baseline and run project with identified pupils | Autumn 16 | | | | | |
| | IB to complete questionnaire to measure progress and to feedback to Herts University. | Spring 17 | | | | | |

Woodfield School Development Plan 2015 -2018



| Area: Teaching, Learning and Staff Development | | | | Monitored By: Teaching and Learning Committee | | |
|---|---|--|---|---|--|---|
| Target | How | When | Cost/Budget Code | Impact on Teaching and Learning | Success Criteria | Review |
| <p>ASD: Provide relevant support for sensory needs of ASD pupils</p> <p>To support the use of TEACCH structure for teaching skills and independence.</p> <p>To ensure all pupils with ASD have access to the community as appropriate.</p> | <p>IB to liaise with the OT to evaluate effectiveness of different sensory input for individuals and devise sensory programmes as relevant.</p> <p>IB to encourage staff to share ideas</p> <p>IB to continue to resource TEACCH activities, their storage and pupil access.</p> <p>IB to explore and cost alternative arrangements for work stations.</p> <p>IB to ensure risk assessments are in place and pupils are prepared appropriately. Strategies are in place to enable pupils to succeed.</p> | <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Autumn 16</p> <p>Ongoing</p> | <p>Staff time</p> <p>Staff meeting time</p> | <p>Targeted pupils will be more focused on their learning.</p> <p>Equal access to the curriculum is maintained.</p> <p>Less cluttered environment enables pupils to learn more effectively</p> | <p>Appropriate and effective provision in place to meet individual needs.</p> <p>ASD pupils have access to the community on a regular basis.</p> <p>Space is managed more effectively in classrooms resulting in an improved learning environment.</p> <p>Data analysis shows improved impact on learning.</p> | <p>Work is ongoing and going well.</p> <p>Resources are maintained.</p> <p>2 more teachers are now TEACCH trained.</p> <p>Risk assessments are in place as necessary and being used effectively. Herts Step model used.</p> |
| <p>Developing Life Skills: To explore the possibility of developing further off site learning opportunities.</p> | <p>GW/BH to explore possibility of setting up and running a shop in the local community.</p> | <p>Summer 18</p> | <p>Time</p> | <p>Greater opportunities for learning off site/outdoors in practical 'life based' situations which enables motivating lessons to be planned and therefore students engaged and making progress.</p> <p>Students encouraged to develop as independent young people and learn work related skills which can be used in future employment.</p> | <p>Possible premises located.</p> <p>Costs identified</p> | |

Woodfield School Development Plan 2015 -2018



| Area: Teaching, Learning and Staff Development | | | | Monitored By: Teaching and Learning Committee | | |
|---|---|---------------------|--------------------|--|---|---|
| Target | How | When | Cost/Budget Code | Impact on Teaching and Learning | Success Criteria | Review |
| Intensive Interaction: To develop intensive interaction skills of staff and embed in practice across the school. | SLT to identify key person to become Intensive Interaction Lead Practitioner. | Summer 15 | | Staff demonstrate improved awareness of appropriate ways of communicating with identified pupils. Intensive Interaction strategies integrated into planning and used across the curriculum. | Lead Practitioner identified and trained. | VG is participating in the Intensive Interaction trainers course and has the last residential to complete. This should be completed by the end of the academic year. Intensive Interaction work is going very well across the school. Leads for each class have been identified . |
| | All staff to have basic Int Int training. | Autumn 15 | | | Staff have basic skills in using intensive interaction. | |
| | VG to be trained as an Intensive Interaction trainer (18 month course) and model good practice with identified pupils. | Start Summer 16 | £4000 E09 | | At least 2 staff trained by Lead Practitioner as Int Int Practitioners | |
| | VG completed training and working with identified staff in school to develop them as Int Int Practitioners. | By end of Autumn 17 | | | Pupils demonstrate improved interaction skills/awareness of others. | |
| Displays: To review the use of displays to ensure they are interactive and focused on learning. | AfL Group/LB to evaluate the use and production of displays throughout the school. | Spring/Summer 16 | Staff time | Pupils are able to use displays to support their learning. Displays are accessible and interactive for pupils and enable a greater focus on learning. | Evaluation completed of the displays around the school and in each classroom. | Use of displays have been reviewed and there has been improvement in the focus on learning within displays. TA training has been completed. Displays have been discussed at staff meetings. Guidelines written. |
| | AfL Group/LB Develop guidelines for the production of displays to ensure displays are accessible to the pupils, interactive, engaging and focused on learning. | Summer/Autumn 16 | Staff time | | Displays around the school are clearly focused in learning, engaging and interactive. | |
| | SD/ LB to discuss guidelines with staff at staff meeting | Autumn 16 | Staff meeting time | | Guidelines developed for the production and use of displays and shared with staff. | |
| | SD/LB to write and share Display Policy. | Spring 17 | Time | | | |

Woodfield School Development Plan 2015 -2018



| Area: Teaching, Learning and Staff Development | | | | Monitored By: Teaching and Learning Committee | | |
|---|---|-------------------------|-----------------------------------|--|---|---|
| Target | How | When | Cost/Budget Code | Impact on Teaching and Learning | Success Criteria | Review |
| <p>Outdoor Learning: Develop further outdoor education and opportunities for outdoor learning.</p> <p>Find out more about Forest Schools and the possibility of developing further use of the Dell through Forest Schools.</p> | <p>PW to take the lead as Outdoor Learning Coordinator</p> | Autumn 16 and on going | Time | <p>Greater opportunities for learning outdoors which enables motivating lessons to be planned and therefore pupils engaged and making progress.</p> <p>Increased opportunities for pupils to work outside.</p> | Outdoor Learning Coordinator role established. | <p>Lamerwood project continues for Post 16 and KS 4 students.</p> <p>Equipment has been purchased for outdoor learning.</p> <p>Individual pupils targeted specifically for outdoor learning.</p> <p>Garden is identified on some timetables.</p> <p>Allotment no longer exists due to building work.</p> <p>Further work needs to be completed on outdoor learning and Forest schools</p> |
| | <p>PW to lead on development of Forest Schools if felt appropriate/Outdoor learning.</p> | Autumn 16/ Spring 17 | Staff time/staff meeting time | | Staff meeting allocated to Forest Schools takes place. | |
| | <p>PW to develop outdoor learning opportunities including use of Dell and development of Allotment.</p> | Ongoing | | | Plan in place for way forward. | |
| | <p>SLT/PW to organise purchase of shed to be used as 'Boot Room' for storage of appropriate clothing/equipment for Outdoor Learning.</p> | Autumn 16 | | | Pupils tolerate working outside and experience a range of weather conditions. | |
| | <p>PW to contact Wayne at Pinewood to explore costings for waterproof clothing and wellies</p> | Autumn 16 | Outdoor Learning budget £3250 E19 | | Gardening is identified on timetable for all classes. | |
| | <p>PW Continued development of Lamerwood project</p> | Ongoing | £2250 project costs E19 | | Allotment being used effectively. | |
| | | | | Lessons take place in Dell. | | |
| | | | | | Students accessing Lamerwood project as appropriate. | |

Woodfield School Development Plan 2015 -2018



| Area: Leadership and Management | | | | Monitored By: Governing Body | | |
|--|--|---|---|---|---|---|
| Target | How | When | Cost/Budget Code | Impact on Teaching and Learning | Success Criteria | Review |
| SFVS: Complete audit and comply with legislation | SB/GW to complete SFVS paperwork and ensure all necessary procedures are in place. | By March 17 | Staff time | Effective use of resourcing to meet pupils' needs. | SFVS completed and achieved | Completed |
| <p>Transition: To develop further transition processes within school for when pupils move class to ensure relevant information is passed on and pupils and staff have an opportunity for transition to their new class.</p> <p>To plan transition for the large number of new pupils placed at Woodfield for September 16</p> | <p>SLT to ensure staff are using the transition booklet - IB to oversee.</p> <p>SLT to plan and direct specified transition meeting time for teachers.</p> <p>Assistant Head's to ensure teachers have all pupil files/paperwork updated and ready to be passed onto the next teacher.</p> <p>SLT to plan for allocated transition time for the last 3 weeks of summer term.</p> <p>SLT to plan transition events for new pupils</p> <p>GW to send letters to invite pupils, parents and current school to the transition events.</p> | <p>Summer 15 and yearly</p> <p>Summer 15 and yearly</p> <p>Summer 15 and annually</p> <p>Summer 15 and yearly</p> <p>Summer 16</p> <p>Summer 16</p> | <p>SLT meeting time</p> <p>Staff time</p> <p>SLT meeting time</p> <p>SLT meeting time</p> <p>Time</p> | Teachers more knowledgeable about new pupils and better prepared to plan for their needs. | <p>Smoother transition</p> <p>Effective transition in place for pupils new to the school and staff aware of their individual needs.</p> | <p>Transition between classes went smoother in 2016</p> <p>There were some issues with the transfer of all the relevant information between classes.</p> <p>Transition for pupils coming into the school worked extremely well for the 18 new pupils.</p> |
| School Aims: Ensure aims are relevant and embedded in practice. | SLT to review aims with all stakeholders | Autumn 16 | Staff meeting time | Whole school community focused on our aims and driving teaching and learning. | Aims reviewed and amended if necessary. | Ethos document written. Aims to be reviewed in Autumn 17 |

Woodfield School Development Plan 2015 -2018



| Area: Leadership and Management | | | | Monitored By: Governing Body | | |
|---|---|----------------------|--|--|--|--|
| Target | How | When | Cost/Budget Code | Impact on Teaching and Learning | Success Criteria | Review |
| Autism Provision: NAS Re-Accreditation | IB to audit current provision for ASD pupils | Spring 15 | Staff time | Maintenance of high standards and sharing of good practice. | Identification of areas of strength and areas for development. | Completed and re-accreditation achieved. |
| | IB to seek clarification regarding future accreditation. | Autumn 15 | | | | |
| | IB to lead on NAS re-accreditation | Autumn 15 | £2800 E27 | | | |
| | IB to ensure that the school is up to date with County policy with NAS Accreditation and AET provision | Spring 16 Ongoing | | | | |
| Autism Provision: To find out more about SCERTS with a view to the possible implementation of the programme in school. | BH/IB to attend SCERTS training – 3 days | Summer 16 | Time for attending training (cost provided by HCC) | Development of standards of autism practice. Improved levels or progress specifically within communication but generally. | Completion of course. | BH and IB attended SCERTS training, but it was not particularly good training. |
| | BH/IB to feedback to SLT following completion of the SCERTS course | Summer/ Autumn 16 | | | | |
| | BH/IB to identify pupils to trial programme | Autumn 16 | SLT meeting time | | | |
| | BH/IB to train staff | Autumn 16 | Time for training staff | | | |
| | SLT to evaluate impact of SCERTS trial | Summer 17 | Time to evaluate impact | | | |
| | | | | | Evaluation of impact of trial | SCERTS has great potential and we now need to source better training ie Emily Rubin. |
| | | | | | Decision made about implementing it throughout the school. | Students have been identified – 1 per class and some initial work has been done. |

Woodfield School Development Plan 2015 -2018



| Area: Leadership and Management | | | | Monitored By: Governing Body | | |
|---|--|------------------------|---|---|--|--|
| Target | How | When | Cost/Budget Code | Impact on Teaching and Learning | Success Criteria | Review |
| Restructuring of SLT: To review core purpose and responsibilities of SLT | SD/IB to become Assistant Heads with new roles and responsibilities | Autumn 15 | Additional costs allocated within staffing budget E01 | SLT members effectively supporting learning throughout the school | Assistant Head job descriptions in place and agreed SLT Core Purpose, Roles and Responsibilities document updated | All completed SLT has been restructured and Core Purpose, Roles and Responsibilities were reviewed. Assistant Head job descriptions written and roles developing well. |
| | GW to write job description for Assistant Heads and share with SD/IB | Summer 15 | Time | | | |
| | GW/SLT to look at areas of responsibilities | Autumn 15 | SLT meeting time | | | |
| Performance Management: To ensure all Performance Management procedures are in place | SLT to determine priorities for TA targets and ensure targets are linked to SDP priorities. | Summer 15 Ongoing | SLT meeting time | Support staff are focused on school development plan priorities which are focused on teaching and learning. Support staff are better trained and have opportunities to develop skills in areas of interest which support pupil learning and progress | TAs allocated amongst the 4 members of SLT. Priorities decided and example targets agreed. | Completed |
| | SLT to review allocation of TAs to Appraisers | Autumn 15 Annually. | SLT meeting time | | | |
| SEF: To update SEF and Summary SEF | SLT to review SEF and Summary SEF and keep updated | Autumn 15 and ongoing | SLT meeting time | Through continuous self-evaluation activities we will ensure that provision for teaching and learning is effective and meets the individual needs of the pupils in the school. | SEF and Summary SEF updated and published. | Completed |

Woodfield School Development Plan 2015 -2018



| Area: Leadership and Management | | | | Monitored By: Governing Body | | |
|--|--|--|-------------------------|---|--|---|
| Target | How | When | Cost/Budget Code | Impact on Teaching and Learning | Success Criteria | Review |
| <p>Future School organisation and staffing: Look at use of space, rooms and staffing in response to increasing numbers and curriculum changes.</p> <p>Identify room location for new library, ICT room/music room following re-development of previous library area</p> | <p>SLT to explore various staffing scenarios to meet individual pupil needs and curriculum requirements.</p> <p>SLT to audit room usage and identify needs that the new curriculum requires.</p> <p>SLT to discuss and organise class groups and staffing for increased Sept 16 numbers. Staffing to be increased as necessary to accommodate significant growth in numbers.</p> <p>SLT to monitor the use of rooms to inform a strategic plan.</p> <p>SLT to discuss room location to include development of new library, ICT room, use of music room and Enterprise room.</p> | <p>Summer 15 and at least annually</p> <p>Autumn 15</p> <p>Summer 16</p> <p>Autumn 15/Spring 16</p> <p>Ongoing</p> | <p>SLT meeting time</p> | <p>School groups effectively organised to meet future needs and ensure learning is enabled to take place in an appropriate way.</p> <p>Rooms allocated effectively to maximise potential use and enable appropriate provision for pupils.</p> | <p>Rooms allocated to maximise use and provision.</p> <p>Class groups organised for Sept 16 intake</p> <p>Additional staffing appointed to allow for increased numbers.</p> <p>New library set up</p> <p>ICT room re-organised/re-located.</p> | <p>Room audit completed.</p> <p>LA have completed capacity audit.</p> <p>School organisation is an ongoing area for discussion and strategic planning as numbers fluctuate.</p> <p>Potential library plans have been recently received and a company given the contract to complete the work.</p> |
| <p>School 40th Birthday (Sept 2017): To plan for 40th birthday celebrations to celebrate 40 years of Woodfield.</p> | <p>SLT to start to make plans to celebrate 40 years of Woodfield.</p> <p>SLT to finalise plans for celebrations. Invites to be sent and activities booked.</p> | <p>Spring 17 and ongoing</p> <p>Summer 17</p> | <p>Meeting time</p> | <p>Pupils engaged in planning for and celebrating the life of Woodfield.</p> | <p>Plans decided upon.</p> <p>Invites sent</p> <p>Activities booked/organised</p> <p>Birthday celebrations take place.</p> | <p>Got the wrong date! We will be celebrating 40th birthday as part of our British Week – summer 17.</p> |

Woodfield School Development Plan 2015 -2018



| Area: Leadership and Management | | | | Monitored By: Governing Body | | |
|---|---|--|---|---|---|---|
| Target | How | When | Cost/Budget Code | Impact on Teaching and Learning | Success Criteria | Review |
| <p>Working with parents: Develop further opportunities for working with parents in a proactive way.</p> <p>Look at possible training opportunities for parents</p> <p>Develop further the role of Parent Ambassador</p> <p>Sibling groups/parent workshops</p> | <p>VG to set up parents' support group for dads/mums/siblings (evening group)</p> <p>Translating letters and documents etc.</p> <p>VG to organise parent workshop programme – evening and daytime workshops</p> <p>GW/VG to identify new Parent Ambassador and to continue to develop Parent Ambassador role</p> | <p>Autumn 16</p> <p>On going</p> <p>Autumn 15 and ongoing</p> <p>Autumn 15 and ongoing</p> | <p>Staff time</p> <p>Investigate cost for appropriate keyboard.</p> | <p>Parents better informed and supported thus enabling them to support their children's learning and progress.</p> | <p>Evening parent/sibling groups set up and parents/siblings attend</p> <p>Letters get translated</p> <p>Training opportunities in place.</p> <p>Parent workshop programme in place and parents attending</p> | <p>Parent rep as Parent Ambassador identified and running with the role.</p> <p>Family Support Ambassador work continues to be developed.</p> <p>Workshops take place throughout the year.</p> |
| <p>Developing training school: Explore possibility of further developing the use of the Lodge/Conferencing facilities as a training centre</p> | <p>SLT to discuss possible ways of developing further training opportunities and promote training in the local and wider community and develop appropriate facilities.</p> <p>BH to lead on developing courses which could be run in school and offered externally.</p> <p>SLT to discuss and agree costings for training courses run by school staff.</p> <p>BH/VG to lead outreach for DSPL 7</p> | <p>Spring 17</p> <p>Spring 17 Ongoing</p> <p>Spring17 Ongoing</p> <p>Summer 15 and ongoing</p> | <p>Meeting time</p> <p>Initial set up costs/admin Staff cover E02</p> <p>Staff time</p> | <p>Range of courses on offer giving staff CPD opportunities</p> <p>Improved skill level of staff resulting in better pupil progress</p> | <p>Plan in place for way forward.</p> <p>At least one course running each term</p> | <p>We have now taken on Outreach for DSPL 8.</p> <p>Training has taken place for teachers from mainstream school eg 5 week autism course. Very positive feedback.</p> <p>Meeting Room is back in use again so further work will be completed with regard to developing training school.</p> |

Woodfield School Development Plan 2015 -2018



| Area: Safeguarding and Premises <i>See also Asset Management Plan</i> | | | | Monitored By: Safeguarding Committee | | |
|--|--|--|--|---|--|--|
| Target | How | When | Cost/Budget Code | Impact on Teaching and Learning | Success Criteria | Review |
| <p>Doors/building accessibility: Install automatic doors to hall/dining room and replace all old doors.</p> <p>Develop use of environmental control technology.</p> | <p>SC/SD to investigate costs of various automatic doors to hall and dining room; and for replacing doors throughout the school.</p> <p>SD to explore different forms of environmental control and costings.</p> | <p>Autumn 16 / Spring 17</p> <p>Spring/Summer 17</p> | <p>Approx. £3,500 per set of auto doors. E12</p> | <p>Easier access for pupils.</p> <p>Increased independence for pupils</p> | <p>Doors installed</p> <p>Environmental control technology in use.</p> | <p>Information is being gathered.</p> <p>Current automatic doors do not work as effectively as they could.</p> |
| <p>Maintenance programme: To be implemented on a rolling programme and reviewed regularly.</p> | <p>GW/SC/Govs to review planned maintenance programme of redecoration and timeline.</p> <p>SC to ensure work carried out as agreed during each holiday period</p> | <p>Ongoing</p> <p>Ongoing</p> | <p>TBC for each job</p> | <p>Pleasant environment for pupils to work and learn in.</p> | <p>Work completed</p> <p>Fabric of building maintained at high standard</p> | <p>Head and SC reviewing maintenance programme.</p> |
| <p>Emergency Call system: update emergency call system</p> | <p>SC to review and confirm costs for system that includes pagers for SLT/nurse and works wirelessly; plus additional panel in Ass Head's Office. Alarm speaker in other locations (staff PPA room/DH Office).</p> <p>SC to liaise with SLT and decision made as to whether to proceed or not.</p> | <p>Autumn 16</p> | <p>£1800 TBC E12</p> | <p>Ensures continued safety for all when incidents occur.</p> | <p>Improved safety for staff and pupils as additional staff can attend more quickly if there is an efficient alarm system.</p> | <p>This was put on hold due to financial restraints. We will review the alarm system as there are some inconsistencies in the way the system is working.</p> |

Woodfield School Development Plan 2015 -2018



| Area: Safeguarding and Premises | | | | Monitored By: Safeguarding Committee | | |
|--|---|------------------|---|--|---|---|
| Target | How | When | Cost/Budget Code | Impact on Teaching and Learning | Success Criteria | Review |
| Outdoor play area: Improve outdoor play areas | SD investigate suitable play equipment for primary pupils. | Summer 15 | £3,000 E19/fund raising | Increased opportunities for physical activity and adventurous activities. | Equipment purchased and being used. | Some equipment purchased and in use. |
| | SC to explore possibilities for using 'sails'/outside shading and liaise with SLT | Summer 16 | | Enhanced learning through appropriate and relevant play opportunities. | Shaded areas available for pupils to use. | Budget now allocated for this |
| | BH/SD to develop further outdoor play space to include possible cycle track around the field, road markings, wheelchair accessible in ground trampoline. | Summer 18 | | A range of shaded areas available to enable outdoor learning in safe and pleasant environment. | Cycle track /trampoline available and being used. | |
| | GW/SC to re-investigate costs of safety surfacing the primary playground | Spring/Summer 17 | Costs to be confirmed ? £45,000 E12/fund raising | Bright and inviting play spaces for pupils to play and learn in | Primary playground is safety surfaced. | |
| | SD/Primary staff to plan and cost development of Primary Playgrounds | Summer 17 | | | | |
| Risk Assessments: To ensure all necessary risk assessments are in place and staff are completing them prior to offsite visits taking place | GW Share revised proforma with staff. | Autumn 16 | | All activities planned for and conducted in safe manner. | Risk Assessments reviewed and updated as necessary. | Use of risk assessments have improved. |
| | SLT Ensure staff are competent at writing risk assessments. | Autumn 16 | | Pupils learning through safe activities. | | Planning for offsite visits is more robust. |
| | GW/Govs Ensure risk assessments updated as necessary according to RAG system. | Ongoing | | | | Proforma revised. Ian is now updating risk assessments |

Woodfield School Development Plan 2015 -2018



| Area: Safeguarding and Premises | | | | Monitored By: Safeguarding Committee | | |
|---|---|-------------------------|------------------|---|--|--|
| Target | How | When | Cost/Budget Code | Impact on Teaching and Learning | Success Criteria | Review |
| Off Site Visits: To ensure that all necessary paperwork and procedures are in place | GW/IB to discuss way forward regarding off site visit procedures and paperwork and use of Evolve on line. | Autumn 16 | Staff time | Pupils and staff are safe when undertaking off site visits. | All offsite visits paperwork complies with EVC requirements including use of Evolve on line. Staff clear about what they need to do in planning and preparing for an offsite visit. | Planning for offsite visits is more robust Use of Evolve has improved – staff more confident in using it. Offsite visit guidelines to be completed. |
| | Staff to be trained in the use of Evolve on Line through a rolling programme (as and when). | Summer 16 Ongoing | Time | | | |
| | GW/IB to produce off-site visit guidelines for staff to follow | Autumn 16/ Spring 17 | Time | | | |
| Pool, Café, Retail project: To plan for and raise funds for a new build swimming pool café and retail complex. | BH to liaise with architects as necessary and organise plans being drawn up/artist impression being completed. | Summer 15 | Staff time | Pupils will have access to modern and up to date on site facilities for swimming. Pupils will have access to work related learning opportunities in café and retail provision. Improved safeguarding. | Decision made regarding feasibility of the project. Bids completed and submitted. Events organised and funds being raised New pool, café and retail building in place | COMPLETED ☺ This was a huge project to oversee and it took a considerable amount of BH time. The result however is fabulous and the children are now enjoying the pool and coffee shop. . Snagging list to be compiled and actioned |
| | WASPs to organise fund raising | Ongoing | | | | |
| | BH to allocate half a day a week to write bids and work with local community/ businesses. | Summer 14 Ongoing | Staff time | | | |
| | BH to liaise closely with project management of the new build. | Autumn 15 Ongoing | Meeting time | | | |
| | SLT to make decision regarding new refurbishment – what's our theme. | Autumn 16 | | | | |

Woodfield School Development Plan 2015 -2018



| Area: Safeguarding and Premises | | | | Monitored By: Safeguarding Committee | | |
|--|--|-----------|-----------------------------|---|--|-----------------------------|
| Target | How | When | Cost/Budget Code | Impact on Teaching and Learning | Success Criteria | Review |
| Dell: To ensure the Dell is accessible for wheelchair use | SD/PW/SC to explore possibilities and costs in order make the Dell more wheelchair accessible including a path from the field path to the Dell. | Summer 17 | Staff time | More pupils will be able to access outdoor learning. Pupils developing work skills to improve and maintain the outdoor area. | Pupils in wheelchairs/ walkers can access the Dell safely and are using it for outdoor learning. | This needs to be completed. |
| | PW/WRL to work with students to ensure Dell/Sensory Garden is maintained in order to be accessible to all. | Ongoing | | Pupils able to access the Dell to appreciate natural environment. | Students in Post 16 and Key Stage 4 are actively involved in maintaining the Dell area. | |
| Caravan: To re-site new caravan and connect to utilities | BH/SC to liaise regarding the location of the new caravan. | Summer 16 | | Improved facilities to enhance the curriculum. | Caravan is located in permanent position and all services connected and working. | Completed |
| | SC to organise quotes for the necessary work to build concrete base and connect services | Summer 15 | £11,000 E12/fund raising | Pupils developing life skills in preparation for adulthood. | | |
| | SC to organise moving of caravan from temporary to permanent location | Autumn 16 | Time and man power | Pupils have access to engaging and motivating life skills lessons in an appropriate environment. | Caravan is being used for life skills lessons on a regular basis. | |
| | SLT to ensure caravan is being used effectively to support the curriculum | Spring 17 | | | | |
| | SLT discuss the possibility of using the caravan for overnight residential for pupils. | Summer 17 | | | | |

Woodfield School Development Plan 2015 -2018



| Area: Safeguarding and Premises | | | | Monitored By: Safeguarding Committee | | |
|--|---|--|---|---|---|---|
| Target | How | When | Cost/Budget Code | Impact on Teaching and Learning | Success Criteria | Review |
| <p>Sensory Area: To explore the feasibility of having a sensory garden area in the grounds at the front of the school.</p> | <p>SD to work with SLT and SC to look at the possibility of converting an area of the grounds at the front of school into a sensory garden area. Plans to be decided and costs identified.</p> <p>SLT to ensure that the Garden is maintained.</p> | Spring 16 for action Autumn 16 | Costs to be identified. | Pupils will have access to improved outdoor learning space with a sensory focus. | Costs and plans identified. | Completed earlier than planned - Oct 2014!! |
| <p>Staff Toilets: To explore the feasibility of increasing the number of staff toilets to include male toilet.</p> <p>Investigate improvement to flushing of current toilets.</p> | <p>SC to work with SLT to look into the possibility of reconfiguring the current toilets and increasing the number of toilets available. To look into other areas in school for potential staff toilets, including a male toilet and a disabled toilet for visitors.</p> | Summer 17 | Costs to be identified. | Staff spend less time waiting for toilets to fill up and therefore have more time in class. | Costs and possibilities identified. | This needs to be completed |
| <p>Car Park: To improve the car park area</p> | <p>SC to organise re-painting of the lines and road markings/signs in the car park</p> <p>SC/SD to explore the possibility of changing the zebra crossing for a pelican crossing.</p> <p>SB to follow up with council regarding path outside school</p> | <p>Summer 17</p> <p>Spring 18</p> <p>Summer 16</p> | <p>Costs to be identified.</p> <p>Costs to be identified.</p> | <p>Pupils and staff safer when using the car park area.</p> <p>Improved opportunities for learning about road safety.</p> | Costs identified and decision made regarding way forward. | Lines to be repainted. |
| <p>Moving and Handling: To explore options for provision of tracking hoists in identified rooms.</p> | <p>SD/SC to investigate the feasibility and costs of putting in tracking hoists in identified rooms/gantry hoist in hall.</p> <p>SD to inform SLT of costs for identified rooms.</p> | Summer 17 | Costs to be confirmed | Easier access for pupils to a range of activities. | Costs identified and decision made regarding way forward. | Ceiling hoist is going into class 6 in the weekend after half term. |