

<b>Physical Environment</b>				
<b>Whole School</b>	<b>Date</b>	<b>Resources</b>	<b>Success Criteria</b>	<b>Impact</b>
Hydro pool removed from use	March 2020			Reduction in therapeutic interventions for students across the school
Reception counter requires remodelling as currently most people have to bend to access it	Audit Sept 2016 6.3		A different solution applied	Easy access for all to communicate with the Receptionist
WC doors in Hub area require moving to sides	Audit Sept 2016 9.1		Unable to complete without capital investment from CIF bid.	Toilet doors will no longer enter directly into eating area
<b>Classroom Environment</b>				
The classroom environments to continue to be appropriately designed to meet the needs of all students with additional disabilities	Ongoing	Building materials and contractors	Further extensive remodelling of the School Bungalow matched to the specific needs of a group of school leavers conducted in August 2020 and again in 2022.	Providing appropriate independent living learning environment for sixth form students. Provide appropriate accommodation for residential experiences for students.  Enhanced learning environments - calming effect from use of colours.

Relocation of sensory cube	August 22	Building materials and contractors	<p>Relocation from Drama studio to C4 - improving opportunities for independent transition through SOUL suite of rooms and specific students across C5 and C6</p> <p>Relocation to C4 has now made C4 a usable sensory base where sensory circuits, theraplay and other proprioceptive interventions can take place.</p>	<p>Relocation has allowed the Drama Studio to be reused as a whole school timetabled teaching resource</p> <p>Relocation has meant we have regained a part of our specialist provision that we had lost. Rebuilding an element of provision required to successfully support a specific cohort of learners with high degree of sensory need.</p>
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<p>The general environments continue to be appropriately designed to meet the needs of all students with additional needs and disabilities</p>	<p>Ongoing</p>	<p>Building materials and contractors</p>	<p>C3, C3a, C4, C4 corridor area, C5a &amp; corridor area, C6a, C6 inner, C8, Staff Room, Changing Room &amp; Bungalow have all been redecorated (Aug 22)</p> <p>C3, C3a, C5a, C6, C8, Staff Room, PHT Office, Main Corridor, various toilet areas and Bungalow have all had new flooring (Aug 22)</p> <p>C5a wall pads have been recovered refitted</p> <p>C3, C6, outside wall of C6 inner, some Bungalow walls and ceilings have been replastered</p> <p>Doors have been planed / adjusted on all rooms where new flooring has been installed</p> <p>Carpets in all other areas have been professionally cleaned &amp; vinyl has been buffed</p> <p>Kitchens have been replaced in C3 and the Bungalow</p> <p>C6 courtyard has been weeded &amp; grids painted</p>	<p>Students continue to benefit from specialist environments tailored to meet their needs</p>
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			New coat hooks have been purchased for all classrooms & will be installed imminently	
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Remedial work to upgrade the fabric of the building including fixtures, fittings and networks	August 22  August 22 Ongoing	Building materials and contractors	Obsolete switches / equipment have been removed & minor repairs & paint touch ups have been completed  Wifi has been upgraded throughout school  As part of energy saving plans and carbon reduction plan LED lighting has been installed in the Bungalow & is imminent in C5	
Where the students require it photos, symbols, visual timetables and working for cards	Ongoing	N/A	WIDGIT annual subscription	Matching educational practices to different ways students learn
Resources to be up to date, well maintained, age appropriate and matched to the interest and specific needs of the student. i.e. PECs symbols, AAC devices, hearing aids, clean glasses,	Ongoing	£	Curriculum hubs teaching assistants audited subject resources and ensured matched curriculum and accessibility needs of students  Support from specialist teaching and support services in Halton for students with HI & VI & SLCN	Resources to engage students with a very wide variety of need
<b>School Curriculum</b>				
<b>Content</b>	<b>Date</b>	<b>Resources</b>	<b>Success Criteria</b>	<b>Impact</b>
All medium term planning to continue to show clear differentiation to address the differing needs of students	Continual	Termly monitoring of planning	All planning to show differentiation in line with students' needs	Specifically focused planning impacting upon delivery

Termly targets continue to be set at a challenging level. There is to be a full range of individual programmes for each student which address their specific learning needs and styles	Continual	Termly monitoring of targets and PLTs	High quality PLTs in place to address the individual needs of each student	PLTs which set out clear objectives that are specific and how these should be taught to the individual student
Ensure that the thematic curriculum is flexible in accommodating the learning needs of our students and continues to be developed to maximise its reflection of and relevance to everyday life.	Continual	Termly monitoring of planning Teacher dialogue time to discuss, evaluate and develop the curriculum to the best it can be	Lifelong independent enquirers Developing aspirational approach to teaching learning  Current issues delivered in a fair and balanced way to promote independent enquiry and resilience amongst the staff and students	Equipping students with the tools to adapt to changes in society and develop resilience into adulthood
Provide reasonable enrichment opportunities where learning and teaching can take place in a variety of ways both within and beyond the classroom	Continual	Teacher dialogue time to develop the curriculum and the way in which we support topics	Targeting groups to deliver bespoke activities and topics that support or enhance curriculum delivery (theatre groups, audio visual shows, cinema, craft workshops)	Enhanced learning opportunities that support teaching and learning
Develop personal social skills that encourage children to become active citizens within the school community and beyond	Continual	Specialist targeted PHSE sessions. School Council has kudos and is seen to be effective and affecting change Extracurricular provision that supports and broadens the whole school offer	Cross departmental working for the good of the school community and beyond  Election to the council is aspirational and valued	Equipping students with the tools to develop resilience and a community ethos into adulthood

<p>Continue to develop our thematic curriculum to deliver macro themes throughout teaching that incorporate the interrelation of knowledge across academic disciplines and everyday life whilst being delivered at the most appropriate levels for our students.</p>	<p>Continual</p>		<p>P1 – P4: a multi-sensory approach to teaching and learning, prioritizing opportunities to develop skills in early communication and cognition</p> <p>P5 – P8: a variety of approaches to teaching and learning which match the learning preferences of the students, consolidating and building on skills across the five key strands as detailed below</p> <p>Entry Level: a variety of approaches to teaching and learning which match the learning preferences of the students, challenging them to apply their skills and understanding across a much broader range of situations and experiences</p>	
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<p>Implement, identify and place students within subject specific and non-subject specific routes through the school.</p>	<p>Continual</p>	<p>Baseline individuals to assess most appropriate placement within the school.</p> <p>Transition team monitoring and attending year 6 meetings (AR, PEP, LAC, CIN)</p> <p>Regular consultation across SLT to inform placement within departments is appropriate and in the best interests of the child.</p> <p>Continue to assess banding to access funding levels that allow us to continue to provide an outstanding and personalised curriculum</p>	<p>Increased independent learning amongst the student body, transition between phases and routes to best support learning and foster challenge.</p> <p>student movement between departments where applicable or where approaches to teaching and learning are more suited to individuals.</p>	<p>students best placed to support their learning needs. Consideration given to peer relationships, ability to transition between bases, staff and with other students.</p> <p>Environmental (sensory/physical) factors taken into consideration when placing students.</p>
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School Curriculum				
Teaching & Learning Methods	Date	Resources	Success Criteria	Impact
Mental Health and wellbeing  Counselling	June 22	<p>Employed registered Art, Drama and Trauma therapist</p> <p>Interventions - Art wellbeing and Art Self Care ** Release time for HLTA coordinator</p> <p>Mental Health 1st Aid ** Release time for HLTA coordinator</p>	<p>Increased curriculum access for students who were traditionally hard to reach or experiencing current trauma or issues from historical trauma</p> <p>Increased health and well-being.</p> <p>Strategies to develop personal choices regarding healthy choices and strategies to take ownership of personal mental health and how to get help in the community and in school</p>	<p>Benefit from continued support in this area as students develop ownership of their own mental health and wellbeing with support.</p> <p>This support will increase curriculum access and readiness to learn for hard to reach students.</p> <p>To instil a healthy lifestyle curriculum across school looking specifically at screen time, diet, exercise and sleep. These factors are very important in leading a healthy life. This can include elements of PE and being out in the community?</p>

Subject specific Interventions	Sept 22	<p>ACE Spelling ** Release time for coordinator</p> <p>Sensory Circuits Integrated into the curriculum</p> <p>Theraplay Integrated into the curriculum</p> <p>Sensory engagement ** Release time for coordinator</p>	<p>To engage students who understand sounds and syllables but have issues with spelling.</p> <p>Begins with an alerting activity, then to an organisation stage followed finally by a calming stage</p> <p>Theraplay is an attachment based approach that uses structured play to build stronger, secure bonds with young people. Theraplay focuses on restorative experiences through replicating the interactive tasks of infancy and childhood.</p> <p>The aim is to target sensory sensitivity and avoidance as well as developing joint attention and turn taking. This includes young people who dislike having their hands dirty and avoid textures such as sand, play-dough, glue, paint etc. It is suitable for young people who don't notice or explore sensory opportunities within their environment.</p>	<p>Give specific students strategies to link sounds, syllables to spelling. Develop literacy levels</p> <p>Gives students the tools to self regulate and become ready for further learning activities throughout the day</p> <p>Enhanced student attachment, raising self-esteem, improvement in trust and the ultimate creation of joyful engagement.</p> <p>It can be beneficial to young people who are very intense with their sensory exploration to help them with turn taking and waiting. It is also a good starting point for young people who are fussy about food textures, because often these young people have some touch sensitively underlying their fussy eating patterns.</p> <p>The group is also beneficial for young people with developmental and joint attention delays.</p> <p>The empowerment of parents, carers and educators to support children to develop their self-</p>
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		<p>DESTY ** Release time for coordinator Online Resource</p>	<p>Desty aims to allow individuals to explore their emotions.</p>	<p>confidence, social skills and emotional resilience</p>
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Speech and Language		ChatterBug Speech and Language Therapy commissioned by Halton Borough Local Authority and Clinical Commissioning Group to provide Speech and Language Therapy.		They work closely with all those involved with the student to ensure that Speech and Language therapy is embedded into their daily routine. Each student has an individual care plan which is specific to their needs.
Reduced and appropriate language and materials embedded enabling students to access the curriculum - BLANK	Continual	Termly monitoring of planning and lesson observations	Reduced language used by all	Key information carrying words emphasised to students to aid understanding and cooperation
Use of ICT, Software, learning maps, supportive signing, Visualisers and AAC devices to increase curriculum access for students with limited expressive skills	Continual	As above	Communication aids in place and used effectively for all identified students	Enhancing interaction through ICT and good practice in and outside the classroom
Staff's understanding of the link between behaviour and communication ensures that effective learning takes place	Continual	Training and refreshers	Strategies in place for independent learning	Calm purposeful environment enhances learning
Embedding multi-sensory approaches to ensure effective curriculum delivery	Continual	Training, good practice	Lessons consist of novel and exciting ways of teaching that incorporate a range of sensory experiences	Offering a wide range of learning experiences that hold attention, build concepts and consolidate previous learning

Embedding a range of proactive and sympathetic behavioural strategies based upon the individual interests and needs of a diverse student population	Continual	Training, good practice	Fewer serious behaviour incidents. students develop strategies to maintain their own behaviour	More life choices available for students as leavers.
students to be encouraged routinely to make choices and decisions- built into lesson planning and objectives throughout the day to enable choice making	Continual	Termly monitoring of planning, SLT walking the job at break times	Strategies in place for independent learning	Developing autonomy of students
Whole school curriculum review	Ongoing	Training, good practice  Collaborative working across teaching teams and departments to assess, monitor, develop and implement strategic change where applicable.	Subject Co-ordinators develop a common approach to subject monitoring, data handling, recording and reporting.	Statutorily compliant curriculum that is broad and balanced, that continues to evolve to meet and challenge a broad spectrum of needs and abilities across our student body
<b>Delivery of information</b>				
	Date	Resources	Success criteria	Impact
To continue to present information in different formats e.g. Prospectus, newsletters , Contact forms, school website, E-mail, text, telephone	Continual	Admin time if required  Introduction of Arbor and Earwig to build links between school and home, share progress and give insights into the school day in a safe and engaging way.	Information presented in different forms depending upon parental need  Information delivered to parents and guardians using technology that's in familiar and accessible format.	Information accessed by all our primary stakeholders and the wider community where appropriate.

Supporting parents / carers as educators in their children's lives	Continual	Release time for staff. Student Support & Family Liason Manager post created September 2022	Parents / Carers report positively about provision	Empowering parents / carers to be successful educators of their children
Student Councils to be a driving force behind school improvement; School council PE Council Eco Council	Continual	Release time for coordinator	Systems in place to ensure students can express their views regarding provision	All students regardless of disability having a voice and being part of the change agenda in school
School Minibus recommissioned (One decommissioned due to cost to repair)	Sept 22	Timetabled access to bus	Groups are beginning to access the community to support subject teaching	Out in the community sessions are now taking place (previously curtailed due to increasing R rates in the local community, monitored regularly).