Oakwood School and Assessment Centre

School Development Plan

Full Report

Background Information

Introduction

Oakwood School & Assessment Centre is a controlled special school owned and maintained by the EA Belfast region. it admits boys and girls aged 3 - 8 years who may have severe learning difficulties, profound & multiple learning difficulties and / or complex medical needs. Oakwood is a co-educational, inter-denominational, controlled, day school.

This purpose built school is located in the Harberton Park Complex alongside Glenveagh Special School, Harberton MLD Primary School, Fleming Fulton Special School and Taughmonagh Primary School. The building was first occupied in January 1995. Since opening the school has received 4 extensions adding a total of 6 classrooms and a Pre School room.

The entire school is well equipped, and has several specialised rooms including one for each of the therapists, ie Speech and Language, Occupational and Physiotherapist.

There is also a sensory garden, as well as recently upgraded specialised play areas, two multi-sensory areas, a soft play area and a library.

The Principal, Vice Principal, 15.5 full-time teachers [including 2 job-shares], 17.4 full-time classroom assistants [including 1 job-share] and 35.4 general assistants combine to plan and implement programmes for pupils.

In addition Oakwood ASD Advisory Service is based in the Fortwilliam Centre where the 6 teachers and 12 classroom assistants occupy 3 offices, a training room and a staffroom.

In Oakwood we have a Paediatric Children's Nurse in the building any time children are present. Because of the amount of the complex medical needs of our pupils, she is assisted on a daily basis by one of our classroom assistants. Two of our pupils also attend school with an assistants provided by the health trust.

In addition the therapists [referred to above] have input, as per recommendations in pupils' statements of special educational needs. A number of other people including the secretary, caretaker, school meals staff, cleaners, bus escorts and drivers also make valuable contributions to school life.

Pre-school children are assessed and taught at home by our Pre-school teacher and her assistant. The main school population is divided, on the basis of age, into thirteen classes. Circumstances have dictated that there are a small number of exceptions to this arrangement.

The Nursery section of the school includes pupils from NG and Na. Foundation stage consists of Classes 1G, ia, 2G, iia and iiaa. Key Stage 1 comprises Classes 3G, iiia, iva. The classes who do not fall into age categories are the two classes in the Sensory section the Willows and the Sunflower rooms and the additional support class 4AS.

Pupils are given opportunities to explore the wider community through environmental visits. Participation in events such as visits to theatres and involvement in events organised with/for other schools provide opportunities to integrate.

Staffing Structure

Staff are employed by the EA Belfast Region. There are 27 teachers, including part time and job shares. 7 teachers are based at the ASD advisory service. 16 school based classroom assistants and 12 ASD assistants. The school employs 38 general assistants.

Roles and Responsibilities

Principal – Tish McCann
Pastoral Care, Parental Involvement, Maintenance, Governors' Report, Prospectus, SDP, School Register, Secretary to BOG, Calendar, Admissions, Recording, Reporting & Assessing , Budget, Curriculum, Policies, Paperwork, Transfer, CPD
Vice Principal – Lynn Laverty
Monitoring & Evaluation, C2K, Pastoral Care of Teachers, Head of ASD Advisory Service, Website & Facebook, Home / School Liaison, Fundraising, Safe Guarding, Acting for the Principal in her absence.
Management Team
Senior Teacher – Deirdre Currie
 Literacy Coordinator, Communication, Pastoral Care of Non-Teaching Staff, Transition
Senior Teacher – Rosemary Starrett
Numeracy Coordinator, Transport, Therapy / AHP Liaison
Senior Teacher- Rhona Grant
Assessment, Annual reviews, Behaviour, First Holy Communion
 Senior Teacher – Tom Ferran
ICT Coordinator, Teacher Tutor, Volunteers, Health and Safety

Numeracy Team – Rosemary Starrett, Nathan Armstrong, Petrina Mccann, Rebecca Kenny
ICT Team – Tom Ferran, Lynn Laverty, Addele Lynas, Marian Doran
Literacy Team – Deirdre Currie, Debby Kerr / Caroline Ward, Aisling Crossan, Anna Logan
Assessment Team – Rhona Grant, Tish McCann, Michael Carson, Michelle Walsh, Rebekah Johnston

Safeguarding Team - Addele Lynas, Lynn Laverty, Michelle Walsh

Teachers
Marian Doran
Rights Respecting Schools, Forest Schools,
Caroline Ward / Debby Kerr
Religion
Nathan Armstrong
Quest, Rights Respecting Schools
Michelle Walsh
The Arts / Displays
Petrina McCann
TWAU, Forest Schools
Rebecca Kenny
PDMU
Michael Carson
PE
Addele Lynas
Sensory Learning & equipment, Safe Guarding
Aisling Crossan
ABL
Rebekah Johnston & Anna Logan EPD1

Temporary EPD1 and NQT not assigned additional responsibilities.

Ethos

"Mighty oaks from little acorns grow."

At Oakwood School we aim to provide a happy, caring, stable environment where each child will have the opportunity to develop to their fullest potential. each child is seen as a holistic individual and their education is guided by their developmental stage.

We provide a school where each child is valued for their uniqueness; we focus on what the child can do and celebrate their every achievement. We aim to provide a family atmosphere where pupils and staff support, help and nurture each other. We provide a stimulating and challenging environment where children are given opportunities to learn in an organised and appropriate way. We understand our children's needs and ensure that the school is a calm, peaceful and safe place to be.

" If you want children to learn, first make them happy."

SDP Regulations

School Ethos

1: A statement and evaluation of the ethos of the school.

Summary/Assessment

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Our Mission Statement
 At Oakwood School we promote an ethos which demonstrates mutual respect for all children, young people and staff. We expect high standards of behaviour and all staff adopt a consistent and agreed approach based on the understanding of self and others. Every member of staff without exception has a part to play in establishing and maintaining a positive and supportive culture. This will include having positive expectations of children and young people, having respect for all, providing good social role models for everyone, constantly looking for ways to celebrate achievement, and to enjoy and have fun in school.

We will encourage all children, young people and staff to be sensitive to the needs and feelings of others and show respect for other cultures and beliefs. Partnerships with parents and the local community are actively encouraged and equality of opportunity will be fully promoted.

OUR AIMS
•To enhance the development of each child in all areas of their lives, and to assist towards the realisation of maximum potential.
•To give each child / young person access to a broad, balanced and relevant curriculum, with an emphasis on the provision of positive learning experiences.
•To provide a secure, happy and stimulating environment, conducive to an all-round education, which acknowledges the wide range of learning difficulties within the school.
•To encourage care and consideration for those around us.
•To encourage high and consistent standards of behaviour for all children, to enable them to benefit fully from the educational provision available to them.
•To develop knowledge, skills and attitudes which will enable each child to function with increased autonomy and happiness within the community.
•To assess each child's special educational needs as accurately as possible, involving other agencies as required.
•To work with parents, professionals and the community as joint partners in the education of the children.

Evaluation

As a staff we discuss ' who we are' during staff meetings and in particular at the beginning of each school year during staff development. We have prioritised staff well being and teambuilding as the cornerstone on which to build our ethos and we believe that we need to focus further on forging our whole school identity.

Priority Areas for Improvement

Forging a 'whole school' identity.

Establishing a formal vision of and for our school.

Developing the idea of a shared responsibility for all.

Curriculum Review

2a: Learning, teaching, assessment, and promoting the raising of standards of attainment among all pupils, in particular in communication, using mathematics and using Information and Communications Technologies (ICT)

Summary/Assessment

At Oakwood we adhere to and supplement the statutory requirements of the NI Curriculum. Within the broad, balanced curriculum offered, particular emphasis is placed on the development of communication, using mathematics, using ICT and PDMU/PD.

For each area of learning the school maintains a policy, half-termly planners for each class and IEPs half termly for each pupil.

In devising the plans, teachers take cognisance of the prescribed programmes of study for each subject and the individual needs of each pupil. Teachers refer to the individual Statements of Special Educational Needs as appropriate.

The use of ICT is promoted throughout the school, from the use of cameras to record pupils' work and activities, switches to promote cause and effect and communication, to the use of interactive white boards, plasma screens, iPods and iPads to access the curriculum and information.

The teachers of Oakwood are committed to applying a range of teaching and learning strategies that are fit for the purpose intended. In Oakwood we recognise the individuality of pupils' learning needs, provide equality of opportunity and access for all pupils; develop lines of progression which maintain breadth, balance, relevance and coherence; maintain an emphasis on active learning through thinking, doing and problem-solving, make pupils' learning relevant to the community in which they live; promote independence at an appropriate level for all; constantly enrich learning resources; use a variety of teaching strategies, monitor progress and recognise and reward achievement at all levels.

We undertake baseline [at the beginning of each school year], formative [continuous assessment within class which guides learning content and approach] and summative [recording of overall achievement at a particular time] assessment and from each we hope to use the information in a diagnostic sense to set and review individual and class targets on a regular basis.

In Oakwood we strive to make every child feel valued and we actively seek to foster strengths in any areas. We try to raise pupils' self esteem by encouraging and praising them as appropriate for learning and positive behaviours and pupils' achievements are regularly celebrated.

Evaluation

Learning and teaching is monitored through PRSD, class observations and learning walks. Oral and written feedback is given to teachers.

Each coordinator also carries out observations each year to observe learning and teaching in their area of responsibility. Coordinators gain a greater overall understanding of the progression of their subject throughout the school. They will be able to extract elementsof good practice and share with all teachers in term 3 each year.

IEPs are evaluated on an ongoing basis.

Minutes from SLT and teacher meetings.

Learning and teaching Policy and Assessment, Recording and Reporting Policy.

A Parental questionnaire and a staff questionnaire are being piloted during the course of this school year.

The role of Governors has been developed to raise their awareness of curriculum content and teaching.

Priority Areas for Development

Review the balance of the curriculum provision to improve the learning opportunities for the children and facilitate more effectively the transition to their next stage of education;

Implement rigorous planning and assessment processes, with robust systems of monitoring and evaluation at all levels to improve further the progression and outcomes for the children.

Articulate clearly the roles and responsibilities of senior leaders and co-ordinators to build their capacity to identify school priorities, and actions to effect improvement

2b: Providing for the special, additional or other individual educational needs of pupils

Summary/Assessment

The provision of a range of support mechanisms to meet the individual needs of pupils has been a major strength of the school for a number of years and recognised as such by pupils, parents, staff and the wider community
In Oakwood, all staff are committed to providing for the special, additional or other individual educational needs of the pupils
Classes are generally divided on the basis of age; however, there are some exceptions to this to ensure that individual needs are appropriately met. Staff are deployed to best meet the needs of
 the individual pupils
All staff are trained in a variety of techniques and skills to meet the diverse individual needs of the pupils and to ensure that we provide a disciplined, happy environment in which every pupil can strive for full academic, personal, social and spiritual potential.
2 classes run at each year group – 1 for pupils with ASD, the other for children with SLD who are not on the Autism Spectrum. In addition, we have two Sensory needs classes for pupils with PMLD and 1 class for children who require additional support. Oakwood has a designated, non-class based Sensory Support teacher.
There are 112 pupils in the school, all of whom have severe learning difficulties. Of these some are on the Autism Spectrum, some have Profound and Multiple Learning Difficulties, some have severe and persistent challenging behaviour and some pupils also have Epilepsy.

Evaluation

Oakwood provides a nurturing and supportive environment for pupils with additional needs, such as challenging behaviour and profound and multiple learning difficulties.
The importance of PDMU targets in ISPs and the number of these achieved.
Annual, transition and transfer review paperwork. Autism Policy, Administration of Drugs Policy and Guidelines for the Management of Pupils with Severe Challenging Behaviours Policy.
The introduction of parent and staff questionnaires should provide additional information in regard to evaluating these areas.

Priority Areas for Development

Shared Education Links with other schools

Rights Respecting Schools Award Level 2

2c: Promoting the health and well-being, child protection, attendance, good behaviour and discipline of pupils

Summary/Assessment

Healthy living is promoted throughout the school.
Personal Development/Personal Development and Mutual Understanding and Physical Education classes promote a healthy lifestyle.
Policies on Play and Activity-Based Learning and Healthy Eating also complement a healthy lifestyle.
The provision of a healthy menu from the school kitchen and the healthy options available at breaktimes also assist in our aim to be a healthy school.
A wide range of opportunities to exercise are provided to pupils through timetabled PE lessons and through the provision of external sports coaches, eg soccer, GAA, Disability Sports NI, swimming,
The school has Forest Schools, a variety of age-appropriate playgrounds, a sensory garden and an Interactive Outdoor Learning Mud Kitchen area.
These are all used by classes to promote the use of outdoor facilities and enhance a healthy lifestyle.
The protection of Children and Vulnerable Adults is paramount in the school. All policies relating to Child and Vulnerable Adult Protection are in line with DE Circulars 2003/13, 2017/04, 2016/20, 1999/17, 2008/03,
2006/09, 2006/09a, 2006/08, 2006/06, 2006/06a and follow guidance from "Safeguarding and Child Protection in Schools",
"Child Protection support Service for Schools - School Governor Handbook Child Protection" and "Safeguarding Children -
Training Materials"[or any DE guidance on Child Protection which replaces these] and the Belfast Office Child Protection
Procedures. Account has also been taken of the recommendations of the Report of a Statutory Enquiry into Child Protection
Matters at Cabin Hill School published on 25 January 2005.
Staff are updated annually in these areas and are totally committed to safeguarding the needs of the young people in our care. Mrs Addele Lynas is the Designated teacher for Child Protection and Mrs Lynn Laverty and Mrs Michelle Walsh are the
Deputy designated teachers. Mrs Kelly Sharret is the Governor with responsibility in this area and Mrs Tish McCann makes up the final member of the Safeguarding Team.

The school's Pastoral Care Policy is an umbrella policy which incorporates Child and Vulnerable Adult Protection, Promotion of Positive Behaviour, Anti-Bullying, Induction, PD/PDMU plus other policies relating to the pastoral care and well-being of pupils, staff and volunteers.

Pupil attendance is generally good, but is frequently impacted on by the complex medical needs of some of the pupils.

One of the teachers, Mrs Lynn Laverty, has responsibility for Home/School Liaison in the school.
She consults with teachers in all classes regarding content of home/school books, attendance issues etc as appropriate.
She will act on issues in need of attention or in certain instances relieve the class teacher to deal with matters.
She also arranges meetings between parents and teachers and covers or arranges cover in class while the teacher attends.
The school maintains regular contact with the EWO through the Vice Principal Mrs Lynn Laverty.
The Promotion of Positive Behaviour policy provides guidance and school rules for all involved in the school. This policy is complemented by several others, including, Guidelines for the Management ofn Pupils with Severe Challenging
Behaviour and a Reasonable Force and Safe-Handling Policy.

Evaluation

During the recent ETI Inspection [October 2016] it was stated:

"The quality of the arrangements for pastoral care is good. The teaching and support staff provide a warm atmosphere and a caring environment for the children's learning, encouraging them often to develop self-confidence. In discussion with the inspection team, the children reported that they feel happy and enjoy their activities in the school. The regular classroom sessions of circle time activities, provide a supportive framework for the development of the children's empathy and friendships with each other. The teachers and assistants work effectively in these sessions to develop the children's self-esteem through praise and rewards.
On the basis of the evidence available at the time of the inspection, the school has satisfactory arrangements in place for safeguarding children. These arrangements broadly reflect the guidance issued by the Department of Education. "

Child Protection policy, Promotion of Positive Behaviour Policy and Reasonable Force and Safe Handling Policy.

Priority Areas for Development

Development of Total Communication throughout the school

Development of Forest Schools across all classes

2d: Providing for the professional development of staff

Summary/Assessment

The school provides extensive and effective investment in staff development. In line with the Staff Development Policy, The programme identifies priorities for training, both within the school based on the priorities outlined in the School Development Plan and the PRSD targets for each staff responding to priorities laid forth in documents such as ESaGS and TTI as well as other publications and initiatives that emerge from DE, and along with other statutory training requirements eg Child Protection, medical updates, moving and handling training, Team Teach etc. Having identified those priorities, staff development is delivered in a variety of contexts, including: the use of formal training during School Development and Baker Days, conducted both by our own staff and external agencies; the sharing of good practice; opportunities given to staff to participate in subject/area development teams to address a range of issues for the school [including the drafting of whole school policies and developments]; joint training days/sharing of good practice with other special schools; attendance at external training events and supporting staff seeking to extend their own professional development.
Staff are expected to provide feedback and cascade information to other relevant staff following attendance at training.

Evaluation

Staff evaluations of all training activities

In-school staff training

Outcomes of professional dialogue sessions

Priority Areas for Development

Numeracy training

Continued professional development in line with SDP

Staff Wellbeing Training

2e: Managing attendance and promoting the health and well-being of staff

Summary/Assessment

The Board of Governors of Oakwood are committed to providing a caring and supportive school environment which recognises that members of staff are individuals whose personal well-being is of value to the education of the children and the smooth running of the school. Staff health and welfare is an essential part of this.
We ensure that all staff are treated fairly, consistently and with sensitivity during times of illness.
We promote and encourage an attendance culture which recognises that good staff attendance enhances the learning experiences of the pupils. We maintain confidentiality of information. We raise awareness of the Staff Care Service and its supportive role. The Principal conducts a Return-To-Work interview with all members of staff following absence due to sick leave.
Personal interviews/meetings with staff Pastoral Care team are carried out.
Staff well-being is promoted in a number of ways: Governors and SLT appreciation of the staff's valuable contribution to all aspects of school life; distribution of staff welfare literature from EA Belfast Office; training on stress management, health and well-being [eg School Development Day]; an open door policy by the Principal and Vice Principal; pamper and fun sessions for staff.

Evaluation

Health and Wellbeing Policy, Health and Safety Policy

Paperwork from Pastoral Care meetings

Priority Areas for Development

Creation of a staff Health and Wellbeing team

Whole school wellbeing training

2f: Promoting links with the parents of pupils at the school and with the local community, including other schools, the business community, and voluntary and statutory bodies

Summary/Assessment

At Oakwood we seek to promote real and ongoing communication between home and school as a vital component of each child developing his/her potential. We endeavour to: give parents greater understanding of their child's learning difficulties and allow an open exchange of information and support.

We have procedures to allow parents ease of access to Principal, Vice Principal and teachers. If parents have any queries or concerns they may contact the Principal by phone at any time or the class teacher after 2.30pm. Meetings can

also be arranged as necessary.

One of our parental supports at Oakwood is our home-school liaison service which is coordinated by Mrs Lynn Laverty, throught half termly newsletters, the school website and Facebook page.

At Oakwood pupils are involved with the wider community in a variety of ways. Each class has an educational visit termly.

These visits allow work to be carried out which complements the ongoing work in the classroom eg on the termly theme,

money skills, social skills etc. Pupils also take part in Jump Jiggle and Jive and swimming in Fleming Fulton and Forest

Schools in Lady Dickson Park.

Outside agencies visit school, including sports' coaches, community theatre groups, artists and musicians.

We have links with Nursery, Primary, Post Primary, other Special Schools and St. Mary's Teacher Training College for a variety of activities, including; curricular, sports, mentoring and social skills.

Students from secondary schools, SERC, teacher training colleges and nursing courses come to our school for work experience.

There are numerous links with statutory and voluntary bodies such as:

AHPs, PSNI, Sentinus, Educational Psychology, Clinical Psychology, CCEA, Autism NI, NI Children's Hospice, Ulster Orchestra, CDC, Disability Sports, Kids Together, Solas, Grand Opera House etc

Evaluation

Links could be developed and strengthened through increased use of social media and further supported by written reports from / to our link agencies.

Priority Areas for Development

To provide Parent workshops to assist in the development of their child's education.

2g: Promoting the effective use of ICT, including its use to support learning and teaching, continuing professional development and school leadership and management

Summary/Assessment

ICT is an integral part of teaching and learning at Oakwood.
We have resourced each classroom with one or more networked computers, and are continuing to work on placing an integrated whiteboard/plasma screen,in each classroom.
Each class has 2 or 3 iPads, a digital camera and most classes have an iPod. These resources are used on a daily basis.
Staff are provided with regular updated training in the area of ICT. This is provided by school staff, staff from outside agencies and C2k. Staff are encouraged to keep updated with ICT developments and undertake online training and video conferencing as part of their ongoing professional development

We have a school website:
www.oakwoodschoolaac.com and a school Facebook page
These provide us with the opportunity to disseminate information and good practice to parents,
other schools, services and organisations.
School leadership and management use ICT to enhance the communications throughout the school and with parents and external agencies.

Evaluation

The school position regarding ICT continues to develop. Additional resources have been purchased and training undertaken.

E-Safety and Internet Policy and ICT Policy.

Staff development evaluations

Priority Areas for Development

Development of use of iPad apps.

Introduction of Apple TVs

Interactive Whiteboards / Plasma Screens in every class

Purple Mash training

School Finances and other Resources

3a: The schools current financial position and its use to support learning and teaching, continuing professional development and school leadership and management
Assessment

Oakwood has a partially delegated budget and does not fall under the LMS regulations at this time. Financial allocations concerned with the running of the school and staffing matters remain the responsibility of the Education Authority Belfast Office.

Our budget for 2017-2018 is as yet unknown.
The budget and additional allocations are used to finance the educational resources,
furniture and fittings, cleaning requisitions, maintenance costs etc for the school, as well as the day-to-day running costs eg heat, electricity, water, bin and telephone charges etc.

Priority Areas for Development

Purchase of and set-up and of Interactive White Boards / Imex Screens for all classes

Refurnishing of Sensory area for all pupils.

3b: The planned use of the schools projected resources during the period covered by the plan in support of actions to bring about improvement in standards
Assessment

The budget during the period of this SDP, will be used to ensure that the curriculum and individual needs of pupils, costs of utilities, maintenance and other running costs are covered. The Principal and Vice Principal keep accurate records of all finances and work with EA Belfast Office in regard to this.
We have a School Fund Account which is used to enrich the pupils' experiences and provides finance for: Christmas presents and
parties; Easter Eggs; theatre company visits; computer software; books; educational visits, classroom extras etc.
This account is audited annually.
The financial challenge over the period of this SDP is to keep school utility and maintenance costs as low as possible so that we can maintain the annual requisition of educational resources

Priority Areas for Development

Purchase of additional Interactive Whiteboards / Imex Screens

Apple TVs

Purchase and installation of a covered play area in the playground

Maintain educational resources as required

Review of school targets

4: An assessment of the extent to which the school has met its key targets or the progress that has been made towards these key targets in any school development plan which a school development plan supersedes or revises

Assessment

16-17

Learning and Teaching

Numeracy - We completed a whole school audit of resource distribution and teaching. We purchased and teachers became familiar with Numicon and additional training was commissioned. New Numeracy curriculum team set up and regular meetings established.

ICT - Whole school audit carried out. Provision of new interactive whiteboards - training from Imex on use of whiteboards. Demonstration from Purple Mash - we purchased Purple Mash and full training commissioned. Developed UICT on IEPs and assessment.

Planning and Assessment -

1. full evaluation of current practice
2. new teams set up regular meetings
3. development of new formats

Child Centred Provision

Rights respecting Schools Level 1 achieved, charter distributed to staff and parents, posters displayed around school

Forest Schools - award received and two of our teachers have achieved their Level 3 Forest School Leader Award and will cascade training to our staff in 17-18

Outdoor areas developed to promote effective outdoor learning, additional resources bought

Effective Leadership

SLT - training completed in assosciation with other special schools and EA over the course of 3 terms

SLT - roles and responsibilities redesignated and agreed

Coordinators - roles established and meetings set up

BofG / SLT - reporting directly to BofG meetings established

Staff Development

Sensory Processing Training

Risk Assessment Training

Play Training

Visual Impairment Training

Epilepsy Awareness Training

PIAP

Using Visual Supports

Child Protection Training

Making Sense of Sensory Training

Quest Training

Team Teach Training

Forest Schools

Senior Leadership Training [5 day]

Coordinator Training

Attention Autism Training

Managing attendance and Staff Welfare

Priority Key Priorities to be carried forward to next year

<u>Teaching and Learning</u>
Literacy Developments
Numeracy Developments
ICT Developments
Assessment

<u>Child-Centred Provision</u>
Whole school ASD training, 5-day TEACCH Training for 1 teacher, TEACCH Shadow Training for 1 teacher
Whole School Communication in conjunction with Speech and Language Therapy
Purple Mash Training
Imex Training
Sensory Training from Learning Space
Numicon Training
Screen Time Training
Child Protection Training
ICT Training 2 staff
Rights Respecting Schools Level 2 Training
Outdoor Learning Training

Effective Leadership
SLT Development
Learning Walks
Governor Training
Governors enhancing links with school staff and curriculum
Further enhancement of Coordinator roles
Principal and VP - NAHT School Leadership Programmes

Staff Development
Staff Well-Being - My Precious Life, Shane Martin
Managing attendance and Staff Welfare

Shared Education
Enhancing links with Special Schools on site and other EA regions
Student mentoring programmes with St Mary's University College
Links with local FE Colleges and schools re student placements
Link with Local St Michael's Nursery School
Link with St Malachy's PS, Bangor
To develop ink with Taughmonagh PS

School context

5: An assessment of the challenges and opportunities facing the school

Assessment

Challenges

Increasing pupil numbers
No further capacity to increase the accommodation on the school's estate
Increasing complexity of medical needs of some pupils
Increasing severity of behavioural difficulties of some pupils
Ability to deal with mental health issues of some pupils
Developing a strong and supportive partnership with all parents and families
Uncertainty of budgetary arrangements in coming years
Cost of maintaining and further developing links with other schools
Cost of transport to maintain environmental visits to extend pupil learning
Maintaining good and effective relationships and communication with an ever-growing staff
Maintaining fabric of school building
Loss of professional support from EA
Time of change with EA
Increasing pressure on Governors
Strengthen and develop Board of Governors
ETI Inspection October 2016 - follow up school year 17-18

Opportunities

A strong, supportive school community
An excellent staff who put pupils' needs first
A staff who are well-trained, experienced and supportive
Excellent AHP support within the school
Excellent resourcing throughout the school
Outdoor facilities and grounds
Expertise and experience from supportive staff within EA Belfast Office
Strong links with St Mary's College
Strong links with other special schools
Strong links with an extensive range of professionals
Strong links with statutory and voluntary agencies
Excellent multi-disciplinary working practices within school

Priority Areas for Development

Develop the Leadership team and embed new structures

Strengthen and develop the Governors in their challenge and support functions

Embed new assessment procedures

Embed new planning documents

Develop use of ICT across the whole school

Consultation Arrangements

6: The arrangements made by the Board of Governors to consult and take account of the views of pupils, parents, staff and other persons or bodies in the preparation of the plan

Arrangements

All staff met with EABR representative to analyse and discuss the ETI Inspection report [October 2016] to determine priority areas and develop an action plan to carry forward.

New Curricular and other teams have been developed, regular meetings arranged to determine content and working arrangements of plan.

Coordinators reports to SLT and Governors

Priority Areas for Development

As Post Inspection Action Plan

The School Development Plan and supporting Action Plans

7a: The schools key priorities of the plan, based on the departments priorities for education

Summary of priority areas for development

Teaching and Learning

Child Centred Provision

Effective Leadership

Staff Development

A School Connected to its local community

Planned Objectives

Teaching and Learning

Numeracy development

ICT development

Planning and Assessment developments

Child Centred Provision

Whole School Communication developments

Effective Leadership

Coordinator training

Strategic Leadership meetings

Staff Development

Numeracy Training

UICT Training

Wellbeing Training

Communication Training

A School Connected to its local community

Links with local nursery "Shared Start"

7b: Planned outcomes, including planned outcomes in learning, teaching and raising standards of attainment, which, in the case of schools other than nursery and special schools, must include targets for raising standards of attainment in communication, using mathematics and using ICT

Summary of priority areas for development

Literacy Developments

Numeracy Developments

ICT Developments

Planned Objectives

See Action Plans

7c: The actions to be taken to achieve the outcomes mentioned at sub-paragraph (b) and the final dates for completion

Summary of priority areas for development

Literacy developments

Numeracy developments

ICT developments

Planned Objectives

See Action Plans

7d: The financial and other resources available to the school to be used in support of the actions identified at the sub-paragraph (c) to achieve the outcomes at sub-paragraph (b)

Summary of priority areas for development

Staff Training

Sensory Resources

Class Resourcing

ICT Resources

Planned Objectives

The school's financial plan has been aligned with the areas identified for improvement in the Action Plans

Funding for courses

Interactive Whiteboards / Plasma Screens

Updated Sensory equipment

7e: The arrangements for the Board of Governors, in consultation with the principal, to monitor, review and evaluate progress made against the school development plan

Summary of priority areas for development

The School's Action Plans identify the people responsible for delivering, monitoring and evaluation of each of the targets. The focus will be on evaluating outcomes (measured against the Success Criteria identified for each target) rather than evaluating the processes utilised to deliver the outcomes.
Progress will be monitored and evaluated at teachers' meetings and by the Senior Leadership Team.
The Principal will report formally on progress on the School Development Plan to the Board of Governors and subject coordinators will also report annually on their curricular area.

Planned Objectives

See Action Plans

Action Plans

Areas for Improvement:

Where are we now? (with reference to areas for improvement noted above):

Objectives/targets to bring about improvement	Success Criteria	Actions to bring about improvement	Time/materials staff/costings	Current Position	Monitoring & Evaluation	Staff/lead Responsibility	Timescale / Resources
The Board of Governors will challenge and support the Senior Leadership Team to improve the quality of the provision and the outcomes for the children.	All governors will be involved in evaluating the school development plan.	Designated governors will attend planning sessions and will work alongside co-ordinators and curriculum teams. The B of Gs will consider the draft SDP, requesting amendments if necessary, and formally approve this.	SDP - sessions/days B of G meetings			tish.mccann_131 6582 deirdre.currie_13 16582	Term 2017/2018 to -1/0 Action Plan Dates Start Date: 12/11/2017 End Date: 12/11/2017

Areas for Improvement:
Implement rigorous planning and assessment processes, with robust systems of monitoring and evaluation at all levels to improve further the progression and outcomes for the children.

Where are we now? (with reference to areas for improvement noted above):

Objectives/targets to bring about improvement	Success Criteria	Actions to bring about improvement	Time/materials staff/costings	Current Position	Monitoring & Evaluation	Staff/lead Responsibility	Timescale / Resources
Robust assessment procedures and processes are used across the whole school.	Reference to assessment is made in Teachers planning Teaching Evaluation IEP Assessments Reports In the transition policy and procedures. Appropriate assessment tools will evidence children's progress and inform teacher planning.	Appropriate Assessment tools will evidence children's progress and inform teacher planning. Co-ordinator will collect assessment documentation at regular intervals. Co-ordinator will lead teacher meetings to review assessment and keep minutes. New assessment policy written and fully implemented. Provide appropriate training.. (Link to planning AP)	Directed time x 2 Monday 2.30-4.00 BoG meeting Directed Time x5 Monday 2.30- 4.00			rhona.grant_1316 582	Term 2017/2018 to -1/0 Action Plan Dates Start Date: 12/11/2017 End Date: 12/11/2017
To establish assessment as an integral part of the monitoring and evaluation of learning process.	Appropriate assessment tools will evidence children's progress and inform teacher planning.	Co-ordinator to report back to governors as evidenced in minutes. Develop opportunities and procedures for joint consultation / assessment with AHP in order to inform target setting. Investigate systems for tracking children's progress e.g. Quest, Q skills and other appropriate assessment tools. Investigate written formats for reporting assessment.	Directed Time x 2 Monday 2.30-4.00 Directed Time x 3 Monday 2.30-4.00			rhona.grant_1316 582	Term 2017/2018 to -1/0 Action Plan Dates Start Date: 12/11/2017 End Date: 12/11/2017

Development of Senior Leadership team

Areas for Improvement:

Where are we now? (with reference to areas for improvement noted above):

Objectives/targets to bring about improvement	Success Criteria	Actions to bring about improvement	Time/materials staff/costings	Current Position	Monitoring & Evaluation	Staff/lead Responsibility	Timescale / Resources
The Board of Governors will support the principal in the development of the senior leadership team.	All post holders have clearly defined job descriptions						Term 2017/2018 to -1/0 Action Plan Dates Start Date: 12/11/2017 End Date: 12/11/2017

Areas for Improvement:

Where are we now? (with reference to areas for improvement noted above):

Objectives/targets to bring about improvement	Success Criteria	Actions to bring about improvement	Time/materials staff/costings	Current Position	Monitoring & Evaluation	Staff/lead Responsibility	Timescale / Resources
Governors are aware of the progression in learning throughout the school	All governors will be involved in evaluating the school development plan.	Designated governors will be identified for the following areas Health and Safety, Safeguarding, Curriculum, Budgeting, Pastoral Care	B of G meetings Termly in school year 2017/17 BoG Meeting			tish.mccann_131 6582 deirdre.currie_13 16582	Term 2017/2018 to -1/0 Action Plan Dates Start Date: 12/11/2017 End Date: 12/11/2017

Objectives/targets to bring about improvement	Success Criteria	Actions to bring about improvement	Time/materials staff/costings	Current Position	Monitoring & Evaluation	Staff/lead Responsibility	Timescale / Resources
A robust system of Monitoring and evaluating will be in place in accordance with the policy	Co-ordinator collects and documents progress within year group and across year groups. SLT and BOG are aware of the progress made by children throughout the school.	Class observations have been completed

Class teachers will gather evidence and complete appropriate assessments to inform future planning

Co-ordinators and SLT will monitor pupil progress Through IEP assessments and report through the principal to the BOG

Curriculum Co-ordinators will collect planning (through Fronter) to monitor the agreed focus (ref:SDP action plans) and provide feedback

Curriculum Co-ordinators/SLT will report through the Principal to Govenors on progress

Learning walks are undertaken by the Principal and Vice-Principal

SLT will monitor pupil progress through IEP assessment | B 0f G meeting-Termly school year 2017/2018 B of G meeting last meeting of school year 2018 3x30 minutes per half term Commencing October 2017 | | | rosemary.starrett_1316582 tish.mccann_1316582 lynn.laverty_1316582 rhona.grant_1316582 | Term 2017/2018 to 2017/2018

Action Plan Dates Start Date: 12/11/2017 End Date: 22/6/2018 |

Areas for Improvement:

Where are we now? (with reference to areas for improvement noted above):

Objectives/targets to bring about improvement	Success Criteria	Actions to bring about improvement	Time/materials staff/costings	Current Position	Monitoring & Evaluation	Staff/lead Responsibility	Timescale / Resources
The new SDP will be informed by a robust monitoring and evaluating process	A new SDP has been drawn up to include Monitoring and Evaluation	Parents, pupils, staff, and other stake holders have been surveyed and their responses collated	April 2018			rosemary.starrett _1316582 tish.mccann_131 6582 lynn.laverty_1316 582 deirdre.currie_13 16582 thomas.ferran_13 16582 rhona.grant_1316 582	Term 2017/2018 to -1/0

Action Plan Dates Start Date: 12/11/2017 End Date: 12/11/2017 |

Areas for Improvement:

Where are we now? (with reference to areas for improvement noted above):

Objectives/targets to bring about improvement	Success Criteria	Actions to bring about improvement	Time/materials staff/costings	Current Position	Monitoring & Evaluation	Staff/lead Responsibility	Timescale / Resources
Pupils make progress towards their intended learning outcomes	Children have experienced, explored and engaged with their learning outcomes as identified in teacher planning	Learning outcomes highlighted and teaching strategies outlined by teachers in planning and assessment	Starting September 2017			lynn.laverty_1316582 rhona.grant_1316582	Term 2017/2018 to -1/0 Action Plan Dates Start Date: 12/11/2017 End Date: 12/11/2017

Areas for Improvement:

Where are we now? (with reference to areas for improvement noted above):

Objectives/targets to bring about improvement	Success Criteria	Actions to bring about improvement	Time/materials staff/costings	Current Position	Monitoring & Evaluation	Staff/lead Responsibility	Timescale / Resources
The school will ensure effective transition to the next stage in the children's education	1. Policy written and implemented 2. Transition programme for school leavers implemented in term 3 3. New transition programme for internal movement implemented term 3 2017 and term 1 (17 - 18) 4. Implementation of transition to Oakwood will be in accordance to EA policies The children will be more settled during the transition periods	A detailed policy and programme will be drawn up to assist with transition

Collaborative working with receiving schools/practices will be established and records kept.

Formal meetings between staff are planned and timetabled to transfer information

Regular meetings with year 5 teachers in receiving schools timetabled evidence recorded in minutes, policy and evaluations.

The coordinator and transition team will present the revised practices with the whole staff

The Transition coordinator will have the opportunity to present new procedures and policy to BOG | Directed time (as required) Coordinator attendance at BOG meeting Half day/ after school meetings with other schools | | | deirdre.currie_13 16582 | Term 2017/2018 to -1/0

Action Plan Dates Start Date: 12/11/2017 End Date: 12/11/2017 |