

**Quality of Education**

To establish the new onsite Early Years provision to ensure it meets individual learner needs.

*Achievement and Standards*

**Quality of Education**

To further develop the Communication, Interaction and Literacy Curriculum.

*Achievement and Standards*

**Quality of Education**

To identify personalised approaches which support learner wellbeing and engagement.

*Achievement and Standards*



**ST GILES SCHOOL DEVELOPMENT PLAN**

**2021—2022**

*Be the best you can be*

**Rationale – To enable us to meet the educational, health and care needs of children with very complex needs at St Giles and in the wider community.**

**Leadership expectation—This plan will be achieved through distributed leadership with named staff being accountable for detailed action plans and impact reports.**

**Leadership and Management**

To develop the subject leader role to promote subject development within the curriculum pathways and monitor its impact.

*Resources*

**Leadership and Management**

To support staff well-being while developing and strengthening the quality of the workforce.

*Achievement and Standards*

**Leadership and Management**

To develop the staffing structure for support staff, incorporating the role of pupil care support assistant (PCSA) within the class team and reviewing its impact.

*Resources*

St Giles' School Development Plan 2021-22		Quality of Education 1 To establish the new onsite Early Years provision to ensure it meets the individual learner needs. <i>Link Governor – Achievement and Standards</i>				
Target	Actions	Lead HT / Lower School Department Leader	Resources / cost	Timing Blue achieved, Green on track, Amber at risk, Red will miss the milestone	Governor Monitoring	Impact / Next Steps
Create a Nursery environment safe, fit for purpose that allows Nursery learners to focus on learning.	To work with staff team to evaluate initial indoor and outdoor environment following completion of Modular build.	DR / SBM		September 21	<i>Achievement and Standards</i>	Premises, environment and equipment fully meets the needs of Nursery learners.
	Develop action plan with SBM and Lower School Department Leader to further improve and identify future needs.	DR / SBM		November 21 – Initial action plan developed	<i>Achievement and Standards</i>	
	Establish an area where staff may talk to parents and/or carers confidentially.	DR / HT		September 21 – area established, but meetings tending often to be virtual.	<i>Achievement and Standards</i>	
	Establish the area(s) that will provide healthy meals, snacks and drinks for children, if necessary including suitable sterilisation equipment for food.	DR / HT / SBM		September 21 – meals are prepared in school kitchen. School kitchen has renewed its 5 star food hygiene rating.	<i>Achievement and Standards</i>	
	To work with LMT to prioritise actions to create an outdoor environment appropriate for early years learners alongside other key stages.	DR / LMT	Strive for five fundraising events have taken place and funding raised.	Autumn Term 21 Visits from companies with playground plans to generate ideas 10.11.21 and 17.11.21. Proposed staff working party to improve current outdoor environment.	<i>Achievement and Standards</i>	
	To allocate appropriate funds from allocated funds and fundraising for outdoor learning to improve and enrich early years outdoor provision.	DR / HT / SBM		Autumn Term 21	<i>Resources</i>	
Establish a strong partnership with parents and carers	Develop a Handbook and website area giving information to Parents and Carers including information listed p39 EYFS Framework DfE	DR / HT / FSW		September 21 – Handbook uploaded onto website with Nursery page added to Departments	<i>Achievement and Standards</i>	There is a strong working partnership between the school and parents/ carers
	Invite nursery parents to individual and group meetings. All nursery parents to have viewed the new modular build.	DR / HT / FSW		Autumn Term 21 – all nursery parents have met (virtually) and all have visited and viewed the modular build. Prospective parents for January 21 are now visiting.		

	Establish the key person for each nursery child and explain their role to parents. Ensure key person is able to ensure that each nursery child's learning and care is tailored to meet their individual needs.	DR / HT DR		Meeting 30 <sup>th</sup> September 21		
	Establish communication and engagement opportunities between the key person and the parents to allow opportunity exchange of day-to-day observations about child's progress.	DR / FSW		September 21 – feedback to parent each day on collection of pupil.		
	Establish opportunities to support and guide parents with their child's development at home.	DR / FSW		September 21		
	Involve parents and staff team in ongoing, regular formative assessment to recognise child's progress, understand their needs, and to plan activities and support.	DR		November 21 – meetings established for parents. Meetings plan and summary of progress was shared with parents 18.11.21. List of key workers established.		
	Timetable progress checks for pupils between 2 and 3 years old, developing a targeted plan to support the child's future learning and development involving parents and/or carers and other professionals. Produce a short written summary of the child's development in the prime areas.	DR / HT	Cost of TA2 – mornings only	Autumn 21 – 2 years olds still transitioning into St Giles November 21 - establishing role for TA to support EYE with timetabling meetings and the short written summary.		
	Celebrate opening of Early Years Hub with learners, parents and Local Community.	DR / HT / SBM		Appropriate date 2021-22		
Ensure the EYFS curriculum content is taught in a logical progression, that can be systematically and effectively explained.	Upload completed information about Early Years Curriculum Pathway onto School Website - Update as necessary.	DR / HT	No cost	November 21	<i>Achievement and Standards</i>	Nursery learners access a range of learning experiences across the curriculum and, as a result, achieve well.  Individual learner's level of achievement and interests, are used to shape teaching and learning experiences for each child reflecting that knowledge.  sustainable for staff
	Involve Governors in understanding intention, implementation and impact of Early Years curriculum pathway and how this relates to provision.	DR	No cost	Spring 22	<i>Achievement and Standards</i>	
	Governors to monitor progress and wellbeing of nursery learners through Governor visits, case studies and progress reporting.	DR / HT / DHT		Ongoing – discussion about how to monitor	<i>Achievement and Standards</i>	
Establish new Early Learning Goals (ELGs) to support accurate assessment.	IT Technician to upload the new ELG onto Efl (Development Matters or Birth to 5 Matters in Efl library). <a href="https://resources.evidenceforlearning.net/article/114-import-a-framework-from-the-efl-framework-library">https://resources.evidenceforlearning.net/article/114-import-a-framework-from-the-efl-framework-library</a>	DHT		September 21	<i>Achievement and Standards</i>	
	Ensure staff team understand changes to the Early Learning Goals (ELGs) and know that there is a formative assessment tool available on Evidence for Learning.	DR / DHT		INSET day 3.09.21		
	Introduce and complete Reception Baseline Assessments for all reception pupils.	DR / DHT		Completed Autumn Term 21		
	Moderation ELG – internal	DR / DHT		Spring Term 22		
	Moderation ELG – external	DR / DHT		Summer Term 22		

	Completion of the EYFS Profile for Reception pupils, sharing with parents and/or carers and report to local authority.	DR		Summer Term 22		
Work in partnership with parents and professionals, to develop effective EHCPs	CPD on writing EHC needs assessment advice <a href="https://enhanceehc.co.uk/product/writing-ehc-needs-assessment-advice-education/">https://enhanceehc.co.uk/product/writing-ehc-needs-assessment-advice-education/</a>	DR / DHT	C £200	Summer Term 22		The best possible outcomes for learners across education, health and social care are secured.
	Work in partnership to complete <b>8 EHCPs for Nursery / reception pupils.</b>	DR / DHT	Sufficient non-contact time for Department Leader – 3 days for each EHCP from start to finish over the course of the year.			

St Giles' School Development Plan 2021-22		Quality of Education 2 To further develop the Communication, Interaction and Literacy Curriculum. <i>Link Governor – Achievement and Standards</i>				
Target	Actions	Lead HT / DHT / Lower School Leader	Resources / cost	Timing Blue achieved, Green on track, Amber at risk, Red will miss the milestone	Governor Monitoring	Impact / Next Steps
Establish a rigorous and sequential approach to the reading curriculum.	Complete Literacy semi-formal and formal curriculum booklets and load onto website.	FBo		Autumn Term Semi-formal draft complete Formal in progress	<b>Achievement and Standards</b>	Pupils make improved progress with their reading fluency and increase confidence and enjoyment in reading.
	Purchase training and extra resources for Read, Write, Inc. scheme	FBo / SBM	£3,475	Summer 21		
	Leadership Implementation Day (LID) – training for reading leader with Read, Write, Inc, including a session on how to make the most of online training	FBo / CH	From £3,930 as part of training package – to be covered by £6000 grant from Wandle Training Hub sourced by subject leader	Free introductory training on 14/10/21. The Leadership Implementation Day is booked for 24/1/22		
	Complete action plan for literacy.	FBo		Autumn Term – in progress		
Further develop systematic teaching of learners on formal and semi-formal pathway using synthetic phonics.	Literacy TLR post holder to work with teachers to complete accurate baseline of learners current reading levels, identifying groups and individuals for phonics teaching 2021-22.	FBo		Summer 21 INSET day 3.09.21	<b>Achievement and Standards</b>  Training given to Governor reading volunteer and Vice Chair.	
	Timetabled daily phonics sessions in Yellow, Green, Christy and Hawking classes. Pupils grouped according to ability and need. Other agencies aware.	DHT / FBo		Summer 21 INSET day 3.09.21		
	Whole school refresher training on synthetic phonics to ensure consistent methods for blending and segmenting across the school.	FBo		INSET day 3.09.21		
	Weekly meetings for deliberate practice have been timetabled for subject leader and expert teachers / TA. (Friday pm KS3/4 – Dept. meeting Middle)	DHT/FBo		Ongoing - weekly		
	Face-to-face Training Day – teachers of phonics and TAs to practise teaching activities to ensure consistency, confidence and enthusiasm.	FBo /HT /DHT	From £3,930 as part of training package – to be covered by £6000 grant from Wandle Training Hub sourced by subject leader	INSET day 22.10.21 – further training 11.02.22 – 45 staff members		
	Parental workshop to explain scheme and parental role to parents of pupils working on synthetic phonics.	FBo		Autumn 21 – session planned for this half term on Ditties.		
	Termly 1-hour sessions with Read, Write, Inc. focusing on analysing half-termly progress data and identifying the next steps.	FBo	Cover for FBo From £3,930 as part of training package – to be covered by £6000 grant from Wandle Training Hub sourced by subject leader	Termly		
Development Day – Trainer and reading leader to analyse data, visit RWI lessons, coach staff, work with slowest progress readers, and leading practice sessions.			Cover for FBo	Spring Term		

	Termly report on progress of learners by TLR post holder to Governors.	FBo		Termly		
Learners' Communication and Interaction needs are baselined and met through the Communication and Interaction Curriculum in all Curriculum pathways.	TLR post holder for Makaton to complete Level 1 & 2 Training again to refresh all signs, specific hand placement etc.	TD		Summer Holidays 21	<i>Achievement and Standards Governor Beverley Hayllar</i>	Learners develop communicative competence using total communication including AAC in line with their developmental stage.
	TLR post-holder for Makaton liaise with SALT to get an indication of where individual students are at in terms of Makaton to inform planning and most useful to parents in taster session.	TD / EB		September 21		
	Complete Communication and Interaction semi-formal and formal curriculum booklets and load onto website.	CP		October Half term		
	Audit of all learners with Alternative and Augmentative Communication Needs to be completed with support from class teachers, Speech and Language Therapist and TA4. To include information about Makaton and CAL levels.	CP / TD / EB		October Half term- New date to be agreed		
	Complete audit /action plan for Communication and Interaction with reference to action plan for Makaton	CP		Autumn Term - completed		
	Complete audit / action plan for Makaton with reference to action plan for Communication.	TD		Autumn Term - completed		
	Establish daily communication group in Hawking and Christy classes with weekly input from catch up funded specialist teacher.	DHT / CP		Autumn Term – completed and ongoing		
	Establish regular AAC clinics with opportunity for TLR post holder, TA4, Speech and Language therapist and catch up funded specialist teacher to attend.	CP		Ongoing discussions between professionals e.g. meeting 24.11.21		
	Further develop Communication Passports / Access plans so that classes have access to up to date information about all aspects of a learners' communication and how it should be supported. Input from LA and SALT	CP / TD / SALT input		Summer 22		
	Insert information about Makaton in consultation with SALT, in order for class staff to complete for their students at the end of the summer term. To assist students and teachers moving forward into their new classes.	CP / TD / SALT input		Summer 22		
Plan and deliver demonstration of key signs for new post PCSAs.	TD		INSET Day 2/09/21			
Ensure staff team and parents have training to meet the communication and interaction needs of learners.	TLR post-holder for Makaton to work with TA Communication (MG) to provide weekly "sign of the week". Initially trial board in Pink Class and assemblies with Middle School and link to school assemblies / curriculum themes for staff briefing sessions and school environment.	TD / MG / SN		Autumn Term	<i>Achievement and Standards Governor Beverley Hayllar</i>	
	Meeting Headteacher, Beverley Hayllar and TLR post holder for Makaton re: provision for parents while TLR post holder receives training.	TD / BH / KL		Summer Holidays 21		
	Face-to-face Training Day in AAC – Explanation of decision making process for AAC, language levels and carousel of activities to demonstrate types of AAC – how and why they are used.	TD / CP		INSET day 22.10.21		
	Level 3 and 4 Makaton Training for TLR post-holder for Makaton and TA communication.	TD	£ 145.00 x 2	04/10/2021 18:30 - 19/10/2021 21:00		

TLR post holder to meet with Beverly re: Planning for taster. Invitation to be sent for Makaton taster session to parents and promote on school website. Collate feedback and interest for taster sessions. Post session - Identify what parents feel would be beneficial to them in order to begin planning for further training and ascertain potential uptake.	TD / BH		Autumn Term 21 – Taster postponed due to Covid cases – new date to be arranged		
Staff audit on current training and priority areas for staff e.g. <ul style="list-style-type: none"> <li>• sign of the week in classes, whole school general or topic-based themes</li> <li>• sentence to practice signing for the week linked to each classes' topic, video provided and symbols in toilets for staff to practise.</li> <li>• Makaton hour after school where individuals can come to share signing, ideas or ask questions.</li> </ul> Fortnightly videos available on computer system to share during staff training demonstrating a variety of sign linked to themes i.e. weather, emotions, etc.	TD		November 21 – audit completed		
<ul style="list-style-type: none"> <li>• Establish Makaton courses for parents.</li> </ul>			Taster course planned Autumn 21 Summer Term 22		
TLR post-holder for Makaton to source in-house or face to face Level 1 Makaton training for staff members who have not received this.	TD	Training / cover costs	Spring Term 22 / Summer Term 22		
Makaton Trainer training for TLR post-holder for Makaton.	TD	Circa £2000	Spring Term 22		
Introduce Makaton training during induction of new staff – introduction or Level 1 & 2	TD		Summer Term 22		
Decide if these need to be adapted to be made available to escorts, parents/carers to ensure consistency for pupils. Perhaps creating a Makaton/communication booklet for each bus with all necessary pupil pages included and a generic sheet of useful signs linked to their role.	TD		Summer Term 22		
Gather information from teachers about students whose family and extended family may benefit from bespoke training sessions focused specifically on the signs the student uses. These could be targeted at their level which will help to ensure that all the important individuals in their lives are familiar with the signs used by the individual. This will ensure a consistent approach across all contexts.	TD		Summer Term 22		
Gather information from teachers about students whose family and extended family may benefit from bespoke training sessions focused specifically on the signs the student uses. These could be targeted at their level which will help to ensure that all the important individuals in their lives are familiar with the signs used by the individual. This will ensure a consistent approach across all contexts.	TD		Summer Term 22		

St Giles' School Development Plan 2021-22		Quality of Education / Personal Development 3 To identify personalised approaches which support learner wellbeing and engagement. <i>Link Governor– Achievement and Standards</i>				
Target	Actions	Lead HT / DHT / MB – TLR PSHE / PMLD	Resources / cost	Timing Blue achieved, Green on track, Amber at risk, Red will miss the milestone		
Further develop pupil-centred observational assessment and reflective pedagogy to support learners on pre-formal and semi-formal curriculum pathways.	Revise and further explore the use of the Engagement Model with class staff.	DHT		INSET day 3.09.21	<b>Governor Monitoring</b>	<b>Impact / Next Steps</b>
	Identify who will be assessed using it this year - yr. 2 and 6 learners + any others	DHT / EW		First half Autumn Term		
	Agree manageable recording approach and format that can be used in conjunction with the school's existing planning, assessment and recording systems to support summative assessment at end of KS (yrs 2 and 6). The records should also support moderation. Consider the use of Evidence for Learning (Efl)? <a href="https://resources.evidenceforlearning.net/article/326-how-to-add-the-engagement-model-dfe-indicator-set">https://resources.evidenceforlearning.net/article/326-how-to-add-the-engagement-model-dfe-indicator-set</a>	DHT / EW		Autumn Term 21 – decision not to use Evidence for Learning		
	Agree how often the assessments will be conducted, ensuring they take place regularly throughout the academic year as well as at the end of KS1 and KS2	DHT / EW		Autumn Term 21		
	Alongside the Engagement Model, develop the use of Routes for Learning <a href="#">Routes for Learning - Hwb (gov.wales)</a> as assessment criteria that relates to pupils' early developmental skills, such as their functional abilities in the use of vision, hearing, touch, early communication, behaviour and motor skills.	DHT / MB / EW		MB to attend LMT Meeting 16.11.21 Spring Term		
	Develop the role of Engagement Model Champion (EMC) through mentoring and appraisal.	DHT / EW		Autumn Term – Ewa has attended Specialist Learning Partnership alongside Caroline.		
	Case studies of how complex interaction between pupils' physical, sensory, communication and learning disabilities that affects how they progress Moderation	DHT / EW		Spring Term 22		
	Engagement Model – internal moderation	DHT / EW		Summer Term 22		
	Work with Shenstone School to establish, lead and take part in external moderation of Engagement Model through Specialist School Partnership	DHT / EW		2021-22		
	Introduce staff to record progress towards EHCP annual targets and EHCP outcomes on EHCP reports and parent PowerPoints so that this information can be recorded on Excel by admin team.	HT / DHT		INSET day 3.09.21		
Support formative assessment of progress towards personalised	Blake Pirie to provide training for DHT and admin team member to upload individual EHCP outcomes and targets for learners.	DHT		Autumn Term – insufficient capacity in admin team for this to happen currently	<b>Achievement and Standards</b>	Sustainable personalised pupil assessment using individualised
	Develop plan for ongoing upload of individual EHCP outcomes and targets for learners.	HT / DHT		Ongoing loading of outcomes and targets over the course of the year.		



EHCP targets and outcomes for individual learners to ensure wellbeing and progress	Ongoing replacement of Timelines with Efl platform to coincide with EHCP review.	DHT		Ongoing replacement of timelines onto Efl 2021-22		annual targets linked to EHCP.
	Introduce parents to EHCP targets online through Evidence for Learning.	DHT		Summer 2022		
	Analyse data for EHCP outcomes and targets 2021-22 and use to support curriculum development.	DHT		Summer 2022		
	Refresher training for classroom staff to include use of computers as well as iPads / tablets. Timetable training sessions by IT technician before school?	DHT		INSET day 3.09.21 Teachers' Meeting First Half Autumn Term		
	DHT and IT Technician to discuss best value purchase of more iPads / tablets if required and purchase in new financial year.	DHT / SBM	Projected costs to be supplied	Autumn Term to inform budget for April 2022.		
Introduce changes to the Relationships and health (primary) / Relationships, sex and health curriculum (secondary) to support individual learners' emotional well-being.	TLR post Holder PSHE to involve Teachers in discussion about changes to the Relationships, Sex and Health Education curriculum.	MB		Teachers' Meeting 28.09.21 Further training for teachers planned Spring 22	Achievement and Standards	Pupils are successfully supported with developing their understanding of Relationships and Health Education (Primary) and Relationships, Health and Sex Education (Secondary).
	Consult on changes to the Relationships and Health Education (RSH Primary) and Relationships, Health and Sex Education (RSH secondary) curriculum with Governors, demonstrating that it is age and developmentally appropriate and sensitive to the needs and backgrounds of learners.	HT / MB		Governors Meeting Autumn Term- 12.10.21 / 24.11.21		
	Consult on changes to the Relationships and Health Education (RSH Primary) and Relationships, Health and Sex Education (RSH secondary) curriculum with parents demonstrating that it is age and developmentally appropriate and sensitive to the needs and backgrounds of learners.	HT / MB		Parental Workshops Autumn Term 21		
	Amend PSHE assessment to reflect amended RSH Curriculum offer.	MB		Summer Term 22		
	Implement resulting amended RSH curriculum across the school.	MB		Ongoing 2021-22		
	CPD input from Social Eyes to support development of strategies and support for individual learners who would benefit from catch up support for social communication issues.	HT/ Social Eyes	Recovery Funding	To be organised 2021-22		
To further develop teacher understanding of individual pupil needs e.g. social communication difficulties, ASD, sensory	TLR post holder for Wellbeing to audit individual interventions taking place for learner wellbeing e.g. lunchtime clubs, interventions.	VM / FBe		Autumn 21	Achievement and Standards	Successful development of personalised approaches which support individual learner's wellbeing and engagement.
	TLR post holder for Wellbeing to create wellbeing folder on Media drive for staff to place wellbeing resources in.	VM / FBe		Autumn 21		
	CPD input from specialist OTs for staff teams supporting individual pupils who benefit from sensory integration support e.g. sensory diets / adapted sensory circuits. Developing a way to record this information as part of individual pupils Communication Passports / Access plans.	HT / FBe		Ongoing 2021-22		

integration issues and issues with transition / attachment disorder.	INSET on Attachment Disorder and issues with transition. To link to work on transition to new classes at the end of the year.	VM		Staff Meeting Summer Term INSET Day 20.06.22		
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St Giles' School Development Plan 2021-22		Leadership and Management 1 <i>To develop the subject leader role to promote subject development within the curriculum pathways and monitor its impact.</i> <i>Link Governor – Achievement and Standards</i>				
Target	Actions	Lead HT	Resources / cost	Timing Blue achieved, Green on track, Amber at risk, Red will miss the milestone	Governor Monitoring	Impact / Next Steps
To develop TLR posts / subject leadership across the curriculum to promote subject development within the curriculum pathways, ensuring content is taught in a logical progression.	Subject leadership is restructured to ensure: <ul style="list-style-type: none"> <li>All teachers lead a subject area,</li> <li>Expectations of subject leaders, subject / curriculum faculty leaders who are TLR post holders and senior leaders are defined and differentiated.</li> <li>Completion of audit / action plan for all TLR post holders</li> <li>Contribution to curriculum faculty audit / action plan for all Subject Leaders.</li> </ul> Audit / action plans to further inform School Development Plan	HT/ Departme nt Leaders		Summer Term Teachers Meeting 2021 Individual meetings with HT, TLR holders and Department Leaders. Teachers Meeting 22.09.21 Appraisal Meetings Sept/Oct 21	<i>Achievement and Standards</i>	Learners acquire the intended subject knowledge and skills within curriculum pathways.
	All subject leaders have a good understanding of their subject's content within the four curriculum pathways to ensure that the subject content is taught in a logical and systematic progression. <ul style="list-style-type: none"> <li>Termly Curriculum faculty meetings to support audit / action plans, identification of training for staff team and further development of curriculum booklets</li> </ul>	HT/ Departme nt Leaders		Preparation for Faculty Meetings 3.10.21 Faculty Meetings 17.11.21 and 1.12.21		
	All subject leaders have a good understanding of the resources in their subject area and are able to advise senior leaders on how well these are meeting the children's needs, promoting learning avoiding the creation of unnecessary workload for staff. <ul style="list-style-type: none"> <li>Termly Curriculum faculty meetings to support audit / action plans, identification of training for staff team and budget setting</li> </ul>	HT/ Departme nt Leaders		Preparation for Faculty Meetings 3.10.21 Faculty Meetings 17.11.21 and 1.12.21		
	All TLR post holders and subject leaders to take part in peer to peer lesson observations during the Spring Term. <ul style="list-style-type: none"> <li>To reflect findings in Curriculum Faculty audit / action plans.</li> </ul>			Lesson observations Spring Term Faculty Meetings Spring Term		
	Summer assessment data with any delays gaps in learners' knowledge / skills to be shared with curriculum and subject leaders.	DHT		Faculty Meeting 17.11.21		
Senior, curriculum and subject leaders develop an understanding of how the	Curriculum faculty audit / action plans to acknowledge assessment data and support recovery planning	TLR post holders / Departmen t Leaders		Autumn 21	<i>Achievement and Standards</i>	Recovery funding is successfully deployed to support learners to catch up
	Progress meetings from 1 <sup>st</sup> November 21 to reflect individual pupil progress core and wider curriculum. Resulting data to be shared with curriculum and subject leaders and support audit / action plans.	DHT		Progress Meetings from 1.11.21 Faculty Meeting 1.12.21		

pandemic may have led to gaps in learners' knowledge, learning delays and a wider range of starting points	All subject leaders understand assessment and accreditation in their subject area. They are familiar with their subject's assessment data and work with curriculum faculty leaders to develop an understanding of the conclusions that can be drawn from the data and how this should inform their curriculum and teaching. <ul style="list-style-type: none"> <li>• Termly Curriculum faculty meetings to support audit / action plans and focus on assessment data for subjects within this curriculum area.</li> <li>• Internal and external moderation sessions.</li> </ul> Through audit / action plans, Curriculum and subject leaders to be involved in planning the response to learning delays / starting points and to understand the allocation of recovery funding.	HT/ Departme nt Leaders		Preparation for Faculty Meetings 3.10.21 Faculty Meetings 17.11.21 and 1.12.21 Audits / action plans are being completed. External SLP core subject leaders' meeting attended 16.11.21.	<i>Achievement and Standards</i>	following the Covid 19 pandemic.
	Maths subject leader to attend Erasmus Programme (Iceland) 16.11.21 to support development of curriculum and development of recovery curriculum opportunities for learners. <ul style="list-style-type: none"> <li>• Subject Leader to report to Governors and use experience to inform Teachers' Meeting Spring Term.</li> </ul>	SR-D	No cost to school.	Visit made. Ideas about school environment generated. Spring Term Teachers' and Governors meeting		
	TLR post holders to report to Governors / attend one meeting with Governors during 2021-22 to report on impact of subject development.					

St Giles' School Development Plan 2021-22		Leadership and Management 2 To support staff well-being while developing and strengthening the quality of the workforce. <i>Link Governor – Resources</i>				
Target	Actions	Lead DHT / HT	Resources / cost	Timing Blue achieved, Green on track, Amber at risk, Red will miss the milestone	Governor Monitoring	Impact / Next Steps
Undertake the further development of a long-term strategy for improving staff wellbeing by signing the DfE Education Staff Wellbeing Charter	Ensure LMT and Governors are familiar with the contents of the Education Staff Wellbeing Charter and Ofsted requirements of schools on wellbeing. <a href="http://www.gov.uk">Education staff wellbeing charter - GOV.UK (www.gov.uk)</a>	HT		LMT Autumn Term Strategy Governors Meeting 21.09.21 and January 22	<i>Strategy</i>	The St Giles School community joins the DfE in its commitment to protect the wellbeing and mental health of those who work in the school.
	Review practice at St Giles School and School Development Plan actions before signing the Education Staff Wellbeing Charter.	HT		LMT Autumn Term Strategy Governors Meeting 21.09.21 and January 22  LMT Meetings Autumn Term	<i>Strategy</i>  <i>Full Governing Board</i>	
Proactively work with staff to review workload.	Ensure the amount of PPA allocated for EHCP and EHCP review preparation time is proportionate to the type of review and number of learners. Ensure staff have the flexibility wherever possible to take their PPA in a place that assists them to focus on the tasks they are undertaking e.g. working from home when there is not sufficient room at school to work comfortably.	DHT		PPA opportunity to take at home where possible and appropriate in place. Ongoing proportionate PPA support through the year. Issues securing sufficient cover for all teachers. November 21 – all teachers to be issued with PPA summary so far	<i>Resources</i>	As a result, the school's workforce is strengthened in quality.
	Following the recent growth of learner and staff numbers and restructuring of the staff team, check that those line managing others are correctly line managed, supported, offered CPD and are at the correct grade. <ul style="list-style-type: none"> <li>School structure diagram to reflect growth of staff numbers and the number of staff each line manager is managing.</li> <li>Appraisal meetings to include discussion about number of pupils and staff each member of staff is managing</li> </ul>	HT / SBM		Teacher Appraisal Week beg 27 <sup>th</sup> September. Appraisal Meetings support staff 22.10.21 Discussion with Governors Autumn Term 21 FGB	<i>Resources</i> <i>Discussions about grading / job evaluations</i>	
	Further develop school communications, providing clear guidance to staff team about reasonable response to queries by staff. LMT to further develop the ways in which staff voice is included in the school's decision-making process.	LMT		LMT meetings Autumn Term Staff Voice Meeting 19.11.21	<i>Resources</i> <i>Resources</i>	
Support the St Giles staff team	Ensure all staff returning from an absence due to sickness receive a timely return to work meeting and, where they have hit a trigger point (7 days sickness absence or 5	HT/ SBM		Ongoing	<i>Resources</i>	

with taking responsibility for their own wellbeing	occasions of sickness absence) receive support, if appropriate through first Formal Meetings and / or OH referrals.				
	TLR post holder with focus on staff and pupil wellbeing to work with Upper School Department Leader to lead Teachers Meeting and whole school staff INSET day session on mental health drawing on Department Leaders' Mental Health First Aider training.	VM / FBe		Teachers' Meeting Spring Term INSET day session – 11.02.22	Resources
	Each INSET day to start with half an hour of wellbeing activities organised by the TLR post holder.	VM		INSET days 22.10.21, 11.02.22 and 20.06.21	Resources
Support Staff to pursue professional development	Develop and support role of Middle School Department Leader to act as mentor for unqualified teachers undertaking initial training. Support <b>two unqualified teachers</b> to complete initial teacher training and identify possible future unqualified teachers who might undertake this training in the future.	Sam N		Ongoing – first UQT due to complete end of Autumn Term 21 until Summer Term 22 – developing alternative arrangements for Summer Term.	Resources
	Discuss and overcome issues around allocation of staff training time for specialist training related to learners' medical and complex learning needs with Governors and external stakeholders.	HT		Autumn Term 21 – visit by Kathy Roberts September 21 Strategy Governors Meeting 21.09.21	Strategy Resources
	Refine the programme of CPD for staff to ensure that there is a regular rhythm of opportunities, to form a coherent programme which includes opportunities for collaboration and expert challenge e.g. <ul style="list-style-type: none"> <li>Further develop use of Specialist Learning Partnership,</li> <li>review use of external advice / support</li> <li>review use of Challenge Partners 2022-23</li> </ul> This to be in line with DfE Standard for teachers' professional development. <a href="http://www.gov.uk">Standard for teachers' professional development - GOV.UK (www.gov.uk)</a>	LMT		Autumn / Spring Term 21-22	Resources
Promote diversity – eliminating discrimination and advancing equality of opportunity.	LMT to develop a positive response with Governors to the organisational commitment to promote diversity in the Education Staff Wellbeing Charter and the recent renewed national and international focus on tackling inequality, social justice and anti-racism.	LMT		Ongoing 21-22	Resources
	Secure appropriate unconscious bias training for LMT. Build in CPD for the St Giles Team that addresses cultural competency in relation to the communities that the school serves and unconscious bias. Amend School Development Plan and school personnel policies where this is indicated by CPD and subsequent discussions	LMT		Autumn Term 21 – in discussion with two bespoke providers	Resources
Monitor staff wellbeing, report to stakeholders and act in response.	Undertake staff team wellbeing survey using recognised tool and sharing results transparently with stakeholders.	LMT / VM		LMT Department Leaders discussing content Autumn 21 Spring Term 22	Resources
	Admin team to further develop recording of staff absence to support monitoring and reporting of sickness absence.	SBM		Ongoing	Resources

St Giles' School Development Plan 2021-22		Leadership and Management 3 <i>To develop the staffing structure for support staff, incorporating the role of pupil care support assistant (PCSA) within the class team and review its impact.</i> <i>Link Governor – Resources</i>				
Target	Actions	Lead HT	Resources / cost	Timing Blue achieved, Green on track, Amber at risk, Red will miss the milestone	Governor Monitoring	Impact / Next Steps
To develop the role of TA3s and TA4s to work with class teachers to support and deliver learning.	Develop sufficient PPA time to ensure TA3s and TA4s have sufficient supervision time with class teachers and Department Leaders to plan, prepare and deliver learning activities to groups of learners.	DHT		Ongoing	<i>Resources</i>	The role of TA3 and TA4 successfully supports the delivery of learning across the school.
	Undertake observations of TA3s and TA4s delivering learning activities as part of the lesson observation programme	LMT		Autumn 21 Reallocated for Spring 22 as part of general lesson observations	<i>Resources</i>	
To place all aspects of Personal Care within the curriculum rather than as an addition by appointing pupil care and support assistants in 10 classes.	To recruit on temporary contracts sufficient pupil care and support assistants to enable learners' therapeutic, medical needs, independent activity, physical participation and personal care to be met.	HT / SBM		Summer Term and holidays 21 – 19 PCSAs appointed or redeployed from previous roles. November 21 – increase to 21	<i>Resources</i>	Successful development of Pupil Care Support Assistant role within the class team places all aspects of Personal Care, therapeutic, medical needs, independent activity and physical participation within the curriculum rather than as an addition
	To provide training as required to PCSAs: <ul style="list-style-type: none"> <li>• Induction training e.g. safeguarding, Code of conduct, fire</li> <li>• Moving and Handling</li> <li>• Personal Care</li> <li>• Eating and Drinking</li> <li>• Swimming</li> <li>• Makaton</li> </ul>	HT / SG		Moving and Handling Training – 1.09.21 and 16.09.21, Eating and Drinking Training 8.09.21 INSET 2.09.21 and 3.09.21 – safeguarding, Code of Conduct GDPR, Personal Care, Swimming, Makaton signs for frequent use.	<i>Resources</i>	
	Through setting of probation targets and observations ensure quality checks and controls on: <ul style="list-style-type: none"> <li>• personal care,</li> <li>• midday supervision</li> <li>• moving and handling</li> <li>• Individual training specific to learners e.g. medication, sensory, physiotherapy</li> </ul> across all classes and roles.	HT / SG / Class teacher		Meetings with PCSAs by Sarah Gray and HT End of September 21 Setting of Probation Targets at INSET Day 22.10.21 Ongoing individual programmes Autumn 21	<i>Resources</i>	
	To undertake observations of PCSAs undertaking personal care / Eating and Drinking.	SG / HT / DHT		Autumn Term – as part of response and actions from appraisals	<i>Resources</i>	
To pilot the role of pupil care and support	To undertake lesson observations with a focus on class teachers' deployment of staff and the delivery of learners'	LMT		Autumn Term 21 - Weeks beginning 11.10.21 and 18.10.21 – partially	<i>Resources</i>	Governors and LMT have a full

assistants in 10 classes and report back to Governors about role.	therapeutic , medical needs, independent activity , physical participation and personal care within the curriculum.			completed – put on hold due to Covid outbreak Oct 21		understanding of the deployment of pupil care and support assistants at St Giles and are able to take a decision about whether to continue and / or extend the roles.
	Discuss the role with stakeholder - class teachers	HT		Teachers' Meeting – 20.10.21 – feedback on role	Resources	
	Monitor progress of learners in classes with PCSAs through schools existing systems .	DHT		Progress meetings 1.11.21 onwards	Resources	
	Report results to Governors.	HT		Full Governors Meeting December 21	Resources	