The Grove School: School Improvement Plan 2023-24
(written May 2023)

SEF Section: Personal Development Objective 1: To enrich children's learning through play.			Responsibility: AW/HB	Timescale: Complete July 2024	Monitoring: PD
Targets	Actions	Success Criteria	Resources		Evidence
-children will progress their stage of play from their baseline. -plans will include reference to the types of play that are being targeted. -staff will have access to an electronic resource bank of types of play and of ideas to support	-Audit staff knowledge of play and how to develop this in pupils. -Training for staff to develop understanding and confidence. - Ensure that playground development supports the development and enhancement of play based interactions and learning. -Staff to visit other schools to see structured play in action. -Develop a video bank of ideas and resources for staff to access.	-Staff report that they are confident in developing pupils play. -Staff are able to confidently support play at different times of the school day. -Pupils targets that focus on play and social interactions are achieved. -Moderation sessions include discussions regarding play and the impact of this on social and emotional development of pupils. -Resource bank is available to staff.	-New play resources -Budget for training sessions.		-Pupils are observed interaction with others during play sessions, this maybe with other pupils or with adult. -Lesson observations. -PHSE targets are reached that reflect interactions and play as their focus. - subject leader action plans - lesson plans - staff and pupil feedback - pupils IEP's - moderation files -governors visit forms -school website -resource bank

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Green: complete   Amber: moving towards complete   Red: currently not completed

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SEF Section: Quality of Education Objective 2: To ensure that Augmented and Alternative Communication (AAC) is consistently used to enrich learning.			Responsibility: VH	Timescale: May 2024	Monitoring: PD
Targets	**Actions**	**Success Criteria**	**Resources**	**Evidence**	
-children's objectives for communication include AAC. -children make progress from their communication baseline. -children have access to the equipment and adaptations that they require for their form of communication in all areas of school.	-Audit training of staff in different forms of communication, such as Talking Mats. -Find ways of using new forms of communication to enable pupils to express their views for Annual reviews. -Develop the use of outdoor switches, ensure that these are available on the yard and at free play times. -Develop communication boards that are placed around the school that pupils can have access to. -All staff have training on the use of Makaton, Board Maker and PEC's. -Parents are provided with the opportunity to attend training sessions in school. -Staff ensure that the means of communication being used are available for the pupils throughout the school day.	-Staff feel confident using different forms of communication and report this through a questionnaire. -Pupils are able to use different forms of communication where appropriate to voice their views at their Annual Review meetings. -Pupils varying communication needs are being met and they are making progress towards their targets. -Pupils communication resources are available in different areas of the school and are observed being used. -Planning consistently shows were and when AAC is being used.	-Switches that can be used in the yard and other areas around school. -Staff training budget. -Staff funding for cover for staff to be out of class to produce resources. -Funding for staff training.	- subject leader action plans - lesson observations - lesson plans - staff and pupil feedback - jotters and learning logs - pupils IEP's - moderation files -governors visit forms -school website	

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SEF Section: Behaviour and Attitudes Objective 3: To ensure that triage meetings impact on the outcomes for pupils.			Responsibility: PD/HBr	Timescale: June 2024	Monitoring: GM
Targets	Actions	Success Criteria	Resources		Evidence
-behaviour plans are developed at triage meetings. -children access learning more consistently	-Invite class leads from different classes to attend triage meetings to share ideas and expertise around supporting behaviours. -Develop an enhanced template for the meetings that include prompts for focused thinking. -Develop a glossary of words/terminologies that can be used at these meetings. -Invite other professionals to the meetings such as the school nurse, physio and Occupational therapist. -Ensure that at each meeting we revisit the minutes from the previous meeting to ensure that any action points have been addressed. -Staff training on the use to the 'Behaviour Matrix' to be carried out by Liz-Anne Davidson. -Develop a scale to track/monitor/assess the impact of behaviour plans/strategies developed after previous triage meetings.	-Class leads will attend the meetings and this will be recorded in the minutes. -The new triage meeting template will have been developed and will be in use. -A glossary of terms will be noted at the bottom of each template. -Other professionals will be able to attend some of the triage meetings. -Minutes reflect that previous actions have been achieved and followed through with. -A measure for the impact of behaviours plans and strategies has been developed and is in use.	-Training sessions for staff. -Budget time for staff to be out of class to develop new templates and forms of recording progress.		-Staff training record. -Minutes of triage meetings. -New templates. -New method of measuring impact is in place and showing that behaviour plans have a positive outcome for pupils and staff. - subject leader action plans - lesson observations - jotters and learning logs - pupils IEP's -governors visit forms -behaviour plans are rag rated as green, and cease to be needed

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SEF Section: Quality of Education Objective 4: To create a nurture group to support a targeted number of children.			Responsibility: MT/LW	Timescale: July 2024	Monitoring: PD
Targets	Actions	Success Criteria	Resources		Evidence
-a nurture space is created -a specific nurture timetable is created -children will make progress from a baseline in their behaviour and social development.	-Develop a new classroom for a new class group. -Develop a nurture group and ensure that this is appropriately staffed. -Develop the support for the staff team who will be running the new class. -Ensure that there is a structured mechanism for the measurement of the impact on behaviours and social development of the nurture group, for example through the use of the Boxall profile. -Whole school training on the development and theories behind a nurture group ethos for some pupils. -Develop a Code of Conduct for the nurture group.	-The class group will be set up and the pupils will have settled into their new class. -The pupils will make progress from their baselines in all areas of their bespoke curriculum, in line with the schools assessment policy. -A new measure of progress for emotional, social and mental health development will have been developed, or chosen that will be in place. -A Code of Conduct is in place.	- budget funding for new staff to run the class.		- lesson observations - lesson plans - staff and pupil feedback - jotters and learning logs - pupils IEP's - governors visit forms - pupils progress using assessment tool -class Code of Conduct

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SEF Section: School Leadership and Management Objective 5: To restructure the school environment to enhance the learning and physical opportunities for all.			Responsibility: PD	Timescale: July 2024	Monitoring: GM
Targets	**Actions**	**Success Criteria**	**Resources**	**Evidence**	
-the hall is accessible for all types of learning. -school events can be safely managed. -accessible and appropriate storage for all the physiotherapy equipment in school. -more bathroom space and space for changing children. -the outside space supports learning, social interactions and physical activities.	-Build the new hall. -Extend the yard and add new outside classroom. -Build new toilets. -Build new mobility equipment storage.	-The planned building development will be started within the time scale stated. - The school yard will be developed and resources bought to develop play and interactions at social times. -Staff will have received training on the development of play.	-Budget for new building development. -Budget for staff time to be out of class to plan for the building development. -Budget for additional resources in the outside spaces that the pupils can access.	- subject leader action plans - lesson observations - lesson plans - staff and pupil feedback - jotters and learning logs - pupils IEP's - moderation files -governors visit forms -school website	

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