

LEARNING & EMOTIONAL RESILIENCE	WELLBEING & HEALTH	INDEPENDENCE	FAMILY & HOME LIFE	INCLUSIVE COMMUNITY & SOCIAL NETWORKS
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**SPECIALISED LEARNING AND SKILLS FOR LIFE DEVELOPMENT** through

Key Focus Areas	Impact on Students' Learning	PROGRESS	Completion date	Details	What next?	Proposed action Because?	Proposed Future Impact
		R-A-G		<b>What's happening?</b> So what?	<b>Develop through Actions</b> <b>2020/21 Quality Improvement Plan</b>		
<p>✓ <b>Sharing Best Practice, Quality Innovation and Research</b></p> <p>✓ <b>Strong Partnership Networks</b></p>	<p>All learning opportunities will have a positive effect on all students' educational achievements and support their position in society as inclusive individuals.</p>			<p>Ensuring that identified innovation and research is meaningful and relevant in terms of educational progress and attainment, to support lifelong learning, leisure &amp; employment.</p> <p>Developing robust partnership networks at local, regional and national levels [including parents/carers] that enables young people to seek new experiences and work towards their personal goals, offering choice and control over the support they receive so that every child and young adult can live a fulfilling life.</p> <p>To work collaboratively with parents so that they are an integral part of their child's learning journey, to ensure achieving the best possible outcomes for all students [IQM/SCH].</p> <p>Continue to develop positive relationships with all parents including 'hard to reach parents [IQM/COLL].</p> <p>Develop @StPiers Careers Hub [IQM/COLL].</p>	<ul style="list-style-type: none"> <li>▪ Launch and implementation of new St Piers Staff Development Programme.</li> <li>▪ Continued development of Autism Education Trust Kent &amp; West Sussex Hub [IQM/SCH/COLL].</li> <li>▪ Exploration and initial business planning for Equine-assisted Therapeutic Learning Centre / Programme.</li> <li>▪ Explore impacts [social-emotional] across St Piers post-Covid pandemic: partnership work with identified colleagues to share analysis and evaluation of results. What have we learnt?</li> <li>▪ Continue to develop the virtual learning platform to support learning both at home and school (YOUTUBE channel, digital QR hub, Lyfta teaching tool) [IQM/SCH].</li> <li>▪ Develop a training programme to develop staff's expertise in using a variety of online platforms to develop virtual learning resources [IQM/SCH].</li> <li>▪ Develop a training programme for parents so that they can support their child with home learning [IQM/SCH].</li> <li>▪ Develop the expectations of home school communication with staff [IQM/SCH].</li> <li>▪ Support parents in understanding and researching the opportunities for their child within their home environment including clubs and support for children with SEND [IQM/SCH].</li> <li>▪ Work seamlessly with parents suggesting home learning opportunities bespoke to each child's needs to support learning in school leading to improved progress and attainment [IQM/SCH].</li> <li>▪ Ensure parents are included in training from the Speech and Language Therapist so that they seamlessly work together with the school on their understanding of Total Communication [IQM/SCH].</li> <li>▪ Continue to collaborate with other Colleges to share best practice [IQM/COLL].</li> <li>▪ To provide parents with a termly newsletter [IQM/COLL].</li> <li>▪ Develop working parties to include parents for specific events [IQM/COLL].</li> <li>▪ Increase the number of parent consultation days [IQM/COLL].</li> </ul>		<p><b>Partnership working, innovation, research and best practice will enable all students to learn meaningful and relevant skills and knowledge which increase their opportunities for living a fulfilling life, in line with a rapidly developing world.</b></p>

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<p><b>✓ Transdisciplinary Person-centred Provision</b></p>	<p>All students and their specific needs will be at the heart of their learning and general provision whilst at St Piers and Young Epilepsy.</p>		<p>Leaders further enhanced the specialist skills of all staff, both therapeutic and subject specific, to deliver bespoke interventions where the use of assessment for learning strategies are embedded [CP/SCH19].</p> <p>Ensuring person-centred provision is developed across education, health and care, where personalised wellbeing and therapeutic support develop independence and the 'learner voice' is given prominence and capacity to action appropriate change.</p> <p>Staff continue to develop the use of communication and language support strategies that are finely tailored to each individual's needs, in line with a Total Communication approach which enhances independence [CP/SCH19].</p> <p>Staff give students even more opportunities to make choices throughout the range of learning opportunities to promote ownership and autonomy [CP/SCH19].</p> <p>In alignment with a bold vision/purpose for the future, leaders reconsider their self-evaluation, to present a clear ambition and purpose that is reflected cohesively in detailed, termly and annual quality improvement plans [CP/SCH19].</p> <p>Leaders complete and fully embed the new assessment and curricula models so there is clarity for all, and confidence in how they are both used and the impact they will have [CP/SCH19].</p> <p>Further development and enhancement of the '@StPiers Emotional Literacy and Wellbeing Programme' in support of a therapeutic curriculum [IQM/SCH].</p> <p>Continuing to enhance the whole learning environment through an advanced Total Communication System [IQM/SCH].</p> <p>Continue to embed assessment for learning [AfL] [IQM/COLL].</p>	<ul style="list-style-type: none"> <li>▪ Registration of St Piers School and identified Children's Homes as a Residential Special School.</li> <li>▪ School Leadership &amp; Management Team restructure.</li> <li>▪ Behaviour, attitudes and safeguarding: review current practice to determine how to continually improve aligned with relative guidance and changing student cohorts.</li> <li>▪ Continue to deliver training modules to education and care staff [IQM/SCH/COLL].</li> <li>▪ To integrate Thrive assessment into all student Learning Journeys [IQM/SCH].</li> <li>▪ To develop the confidence and accuracy of staff in their use of assessment [IQM/SCH].</li> <li>▪ To continue CPD training of all staff through The Speech, Language and Communication Framework (SLCF) developed by The Communication Trust. The impact will be the improvement of key skills and knowledge of all staff [IQM/SCH].</li> <li>▪ To continue to increase the use of visual supports across the school to develop students' independence and ability to make positive choices [IQM/SCH].</li> <li>▪ Development of the Objects of Reference Programme for specific classes [IQM/SCH].</li> <li>▪ To train all staff in Makaton so that there is a universal understanding across the organisation: then ensure Makaton is embed throughout St Piers services [IQM/SCH/COLL].</li> <li>▪ To develop Communication Champions to lead by example to inspire and lead the commitment to communication across the school [IQM/SCH].</li> <li>▪ To continue to develop the professional skills of all staff so they can effectively support all students with Speech, Language and Communication Needs (SLCN).</li> <li>▪ Continue to monitor and track the learning environment through learning walks and professional meetings [IQM/SCH].</li> <li>▪ Continue to evaluate the data on Earwig to ensure the learning environment is having an impact on progress and attainment [IQM/SCH].</li> <li>▪ Continue to ensure the curriculum offer meets the needs of the students by using and assessing the data to evaluate progress and attainment to inform the next steps in curriculum planning [IQM/SCH/COLL].</li> <li>▪ Embed a joint approach so that the Therapy Team and the staff work seamlessly together when planning the curriculum for all students.</li> <li>▪ Ensure the speech and language team collaborate with all staff so they develop key skills to communicate effectively with all students [IQM/SCH].</li> <li>▪ Ensure that all staff continue to professionally develop through Thrive and ELSA training [IQM/SCH].</li> </ul>	<p><b>Young people with epilepsy and SEND experience independence and have a 'voice' in their communities to effect necessary changes.</b></p>
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**SPECIALISED LEARNING AND SKILLS FOR LIFE DEVELOPMENT** through

					<ul style="list-style-type: none"> <li>Develop a competency framework to assess and monitor the skill set of all staff [IQM/SCH].</li> <li>Ensure that all therapeutic interventions are monitored and tracked in Earwig alongside the curriculum so that there is a unified approach to assessing progress and attainment in every student's learning journey [IQM/SCH].</li> <li>Create an outdoor sensory area accessible to the FE students [IQM/COLL].</li> <li>Continue to discuss and meet with the Residential Team so that EHCP outcomes and PSD targets are viewed collaboratively [IQM/COLL].</li> </ul>		
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<p>✓ <b>Preparing for Adulthood</b></p>	<p>All students will have access to opportunities which support their development across independent living, community inclusion, health and employability [where appropriate], facilitated through a personalised approach, joint planning, raising aspirations and shared vision and support.</p>			<p>Ensuring the best possible life chances through well-planned transitions.</p> <p>Continue to develop future opportunities and destinations in preparation for adulthood for all students [IQM/COLL].</p>	<ul style="list-style-type: none"> <li>Develop systematic database to bring together initial assessment information, transition and destination planning, aligned to funding tool.</li> <li>Continued development of functional and basic skills provision across education, residential and therapy.</li> <li>Further development of transition mechanisms aligned with a range of stakeholders: continued QA work with Treloars.</li> <li>Explore opportunities of 'self-learning' for students where applicable: what does this look like?</li> <li>To link learning with careers guidance so that external work experience placements increase [IQM/COLL].</li> <li>To develop partnership links with the broader community to improve further vocational training for students [IQM/COLL].</li> <li>Work in partnership with local schools and colleges to further opportunities for work experience for all students within the partnerships [IQM/COLL].</li> </ul>		<p><b>Outcomes for students will be personalised and focused on the individual's aspirations, supporting as independent a life as possible.</b></p>
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<p>✓ <b>Social Values and the Best Social Returns on Investment</b></p>	<p>All students' personal values, irrespective of culture and needs, will be recognised in their own communities relative to the social, economic and environmental returns each individual contributes from their activities.</p>			<p>Working in partnership with Local Authorities / London Boroughs, ensuring public spending through commissioning of students represents value and that any money is being directed towards improving these students' lives, their life opportunities, and their home / local environments relative to socio-economic elements.</p>	<p>More precise targeting of future cohorts specific to Severe Learning Difficulties, Autism and Epilepsy. Demonstrate how our activities / provision at St Piers maximise the impact on student cohorts at St Piers at social, economic and environmental levels. Outreach provision tracks progress of students post-St Piers: information/data to inform development of transition packages across School and College.</p>		<p><b>Greater transparency between independent providers and local authorities relative to funding costs and services provided which add social value to the students' home communities.</b></p>
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