

## Wyvern Academy School Development Plan and Self-evaluation 2022-23



**Purpose:**

**For our pupils to:**

- **feel confident, safe, happy, independent, respected, and to treat others with respect**
- **nurture a sense of wonder about the world, to feel included, and to have a sense of belonging**
- **have developed the knowledge and skills to be able to succeed in achieving inspirational and challenging goals**
- **have had the experiences and relationships that lead towards their goals**

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**Context**

Wyvern Academy is a purpose-built special school for children and young people aged 2-19 years with severe learning difficulties, profound and multiple learning difficulties, complex healthcare needs, autism and sensory processing needs. Serving predominantly the central south Dorset area, it is operated as a single academy trust (SAT) and from April 2021 had its official number of planned places increased by the local authority from 85 to 90 in response to rapidly rising demand for places.

The Head teacher joined the school in September 2021.

The school was inspected by Ofsted in June 2019 and found to be Good overall, with a focus for improvement on completing the development of the curriculum and ensuring consistent quality of teaching across all activities.

Wyvern Academy is part of the Teaching Alliance of Dorset Special Schools (TADSS) which will shortly be operating as part of the South West Special Schools Hub. As well as offering SEND outreach to neighbouring schools the teaching alliance also provides professional support and challenge, ITT, training and qualifications.

Dorset Council remains the admitting authority and sets rates of top-up funding as well as moderating the application of SEND descriptors annually.

Covid had a significant impact on the school. Lessons were quickly learned in order to put in place education for all pupils; direct education on site, home and online learning, and a wrap-around package of support for families. Multi-disciplinary approaches were able to continue through our rapid conversion to online meetings. Therapies such as SP&L were able to continue through the use of TEAMS. Since the full return to school we have implemented an increase in pastoral support and a focus on communication skills.

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## **Ofsted (2019)**

**Next steps** for the school Leaders and those responsible for governance should ensure that:

- the high quality of teaching and learning is consistent across all activities of the school day
- the intent and implementation of the curriculum are clarified, and that all pupils are systematically challenged and have opportunities to deepen and extend their learning

## **Key aims of Wyvern School's Development Plan, 2022-2023:**

- Securely embed curriculum design, assessment and target setting cycle and support learning for pupils within a rich curriculum and breadth of experience to enhance life outcomes
- Widen the breadth of experiences and opportunities for Inclusion for our pupils
- Strengthen the Total Communication environment to remove barriers to accessing curriculum and support transitions
- Pupils to have the skills and support to make successful transitions between key stages, further work, training or education. Parents supported within the process.
- Ensure the business continuity of the school
- Support the mental health of pupils, families, and staff

## **Self-Evaluation and Improvement Priorities 2022-2023 – Quality of Education:**

### **Quality of Education: Good**

- Teachers and Support staff clearly identify the curriculum pathways of the pupils and they plan effective teaching to meet their needs.
- Teachers and Support staff are able to create an engagement profile and most use this to plan activities that engage pupils with their learning
- Pupils experience a broad curriculum that is not narrowed and provides opportunities for wider learning and that is bespoke to the interests of the pupils, as a result they are able to make successful transitions
- Targets (through IEPs) are specifically designed to give all pupils, particularly disadvantaged pupils, the knowledge and cultural capital they need to succeed in life. Targets for pupils are bespoke to their EHCP and independent living skills. They provide the appropriate next steps for each individual to make good progress.
- Teachers create environments specifically adapted to meet the needs of their pupils, and careful grouping allows for bespoke environments to be matched to need. As a result all pupils achieve well.
- The assessment model is specifically designed to allow for clear evidence that is high quality and open to moderation. This assessment data is used effectively to identify next steps and targets for individual pupils, resulting in good or better progress.
- Numeracy is focused on the skills needed for later life and to provide access to activities for our pupils.
- Literacy is focused on the early skills of communication from play and socialization, mark making, to modes of communication and if appropriate writing, early phonics, and reading. This enables pupils to make progress in key skills that support their independence and to give them opportunities to enjoy reading and literature. A wide set of Communication modes are used by pupils that are appropriate to their stage development and staff are skilled in the delivery and assessment of these skills.

### Quality of Education (Areas for Development):

- Curriculum areas need more development, specifically Literacy, Numeracy and Life-skills. Although this is well delivered and bespoke to the individual needs of the pupils there is more work to be done on the curriculum sequencing itself.
- Total Communication training needs to be updated for all staff to reduce barriers to accessing the curriculum for all pupils
- IEPs and EHCPs continue to be an area of development as it is important to maintain high level of scrutiny over these plans to ensure good quality targets that ensure pupils on are the path to achieving the skills and knowledge they need
- The engagement model is still new and although the profiling is in place we need to continue to review how we use this to best support increasing the engagement of our pupils in their learning

Objectives	Milestones & costs (to be updated)	Who	When	Monitoring and evaluation	Outcomes
Quality of Education					
Improve target setting in IEPs and EHCPs	<ul style="list-style-type: none"> <li>• Teacher/STA training twilight</li> <li>• Individual support to classes</li> <li>• Review of PCR professional involvement (including health)</li> <li>• Introduce transition targets</li> <li>• Introduce life skills targets</li> </ul>	RH/JG	Feb 23	Training 9 <sup>th</sup> September PCR health mtg 18 <sup>th</sup> Jan – starting pilot Transition/lifeskills in progress at PCR	Targets are well matched to pupils' needs and abilities. Teachers use these to plan appropriate and challenging learning resulting in high levels of achievement.
Improve use of engagement profiles	<ul style="list-style-type: none"> <li>• Review of Database Engagement profile tool</li> <li>• Moderation of baseline assessment and feedback at progress meetings</li> <li>• Training on 'what to do with the engagement profile now!'</li> </ul>	RH	Feb 23	Moderation complete 16 <sup>th</sup> Dec Teachers meetings 3 <sup>rd</sup> Jan Training 16 <sup>th</sup> September	Engagement model is used consistently effectively by all staff resulting in high levels of engagement.
Further develop curriculum to secure effective sequential and appropriately challenging plans	<ul style="list-style-type: none"> <li>• Provide relevant support, training and coaching to enable subject leaders to develop curriculum plans (focus on literacy, numeracy PSHE and Life Skills)</li> <li>• Support pedagogy and practice though targeted CPD and appraisal</li> <li>• Develop central resources and curriculum tools to enhance pupils' learning and support staff planning</li> </ul>	JG/Dept Heads /Subject leads	July 23	Ongoing	Coherent, sequenced whole school curriculum established through which pupils of all abilities are enabled to incrementally build upon their skills, knowledge and understanding
Strengthen the school's framework for assessment (quality and accuracy of assessment and feedback; systems for tracking and intervention) – <b>FOCUS ON QUALITY and MODERATION</b>	<ul style="list-style-type: none"> <li>• Develop clear assessment timeline for the year</li> <li>• Develop clear expectations on levels of evidence</li> </ul>	KS/RH	Dec 22	Complete Sept	Staff use formative and summative assessment well and check pupils' understanding systematically. They have a clear overview of

	<ul style="list-style-type: none"> <li>Moderate and provide feedback</li> <li>Heads of department to develop skills to moderate and track assessment</li> </ul>			1st training with RH complete – ongoing for next moderation cycle	achievement and are able to plan on going intervention approaches to secure rapid pupil progress.
Provision mapping of SEN interventions & QA	<ul style="list-style-type: none"> <li>Review interventions</li> <li>Develop SEN Provision Map</li> <li>Assistant head teacher to develop protocols to moderate and track assessment</li> </ul>	JG/Dept heads	Apr 23	<p>Review complete</p> <p>On pause due to staffing – SPLG interventions/ELSA</p>	Interventions meet the needs of pupils and are appropriate. Interventions are monitored and assessed for effectiveness and a programme is in place that is accessible for all students.
Total Communication environment	<ul style="list-style-type: none"> <li>Develop 'BIG BID' training Schedule for 22/23 <ul style="list-style-type: none"> <li>SALT</li> <li>AA</li> </ul> </li> <li>Training and CPD on focused play and to allow staff to support play more confidently.</li> </ul>	KS/JG	Dec 22	Funding complete Training plans to be put in place	Wyvern has a total communication environment where staff are all able to meet the communication needs of the pupils and are able to support across multiple modes of communication. Pupils make rapid progress in communication. Pupils develop key social skills through focussed play.

### Self-Evaluation and Improvement Priorities 2022-2023 – Behaviour and Attitudes:

#### Behaviour and Attitudes: Outstanding

- Pupils behave consistently well and are highly motivated.
- Pupils are respectful and mindful of others.
- The school implements an effective behaviour model of DORSET STEPS, this is a therapeutic model of behaviour management that is bespoke to the individual
- Staff are well trained in STEPS and if needed STEP UP, through this approach pupils feel safe and are safe. Senior staff are STEPs trainers and provide outreach for complex behaviour across the county
- Relationships between pupils, staff, families and other professionals are positive, which secures a culture of regulation and good levels of engagement.
- Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread. As a result, incidents of bullying are rare.
- Difference is valued and nurtured through class work and assemblies. Our pupils value each other and recognize differences and this creates an inclusive environment.
- There is demonstrable evidence of improvement in behaviour of individuals. Flexible curriculum routes and the nurture pathway allow for effective behavior management interventions.

**Behaviour and Attitudes (Areas for Development):**

- Opportunities for pupils to make a highly positive, tangible contribution to the life of the school and/or the wider community need to be more frequent
- Further work needs to be undertaken to work with the LA on their approach to transitions for pupils with high risk assessment/challenging behavior so that we can ensure pupils have their needs met appropriately.

Objectives	Milestones & costs (to be updated)	Who	When	Monitoring and evaluation	Outcomes
<b>Behaviour and Attitudes</b>					
Improve the safety of the site to reduce incidents and help manage behavior	<ul style="list-style-type: none"> <li>• CIF Bid               <ul style="list-style-type: none"> <li>○ Fencing</li> <li>○ Playground repairs</li> <li>○ Overcrowding</li> <li>○ 1:1 spaces</li> <li>○ Window updates</li> <li>○ Car parking</li> </ul> </li> <li>• Housekeeping               <ul style="list-style-type: none"> <li>○ Classroom repairs and redecoration</li> </ul> </li> </ul>	KS/SBM/ Site team	July 23	CIF Bid complete Dec 22  Discussion undergoing for overcrowding/1:1 with DC  Housekeeping ongoing	Pupils are safe on site, there is a safe and secure environment that allows staff to support pupils regulate and play.
Improve the opportunities for pupils to participate and contribute to wider school and community opportunities	<ul style="list-style-type: none"> <li>• Primary and Secondary review of offer to pupils for wider school/community contribution</li> <li>• Review of links with St. Nich &amp; Wey Valley</li> </ul>	AR/KT	Apr 23	Teal/Sage reviewing timetable/curriculum St. Nich's whole school performances	All pupils are able to contribute to the wider school and have meaningful opportunities to engage with the community.
Further collaboration with SWIFTS to ensure that support is effective: <ul style="list-style-type: none"> <li>• Individual pupil/family support</li> <li>• Supervision of class teams</li> </ul>	<ul style="list-style-type: none"> <li>• Swifts – review of offer to school</li> <li>• Identified pupils for SWIFTS support</li> <li>• Class team supervision to be put in place for complex cases</li> </ul>	LH	July 23	Clinics ongoing Pupils identified and referral system in place Class supervision requested again for orange class	Families and Staff are able to access professional advice from the multidisciplinary SWIFTS team in a timely and targeted approach. This allows families to manage the needs of pupils and for a consistent approach to be put in place across home and school settings.
Embed current reporting documentation of pupils' behavior and attitudes including scatterplots/incidents/injuries/anxiety mapping and roots and fruits	<ul style="list-style-type: none"> <li>• Class team training</li> <li>• Review of incident/injury data</li> <li>• Review of use of behavior logs</li> </ul>	LH/RH	Dec 22	Review of pupils complete Training 9 <sup>th</sup> and 16 <sup>th</sup> November	Staff are confident in their implementation of the STEPS (therapeutic thinking) approach to behaviour management. Pupils make

					good progress and behaviour improves.
Improve the effectiveness of programmes for pupils on the nurture pathway, and increase multi-agency working with these 'at risk' pupils	<ul style="list-style-type: none"> <li>Introduce regular meetings with Dorset SEN to identify pupils at risk</li> <li>Develop further bespoke programmes for those following the nurture pathway</li> <li>Ensure pupils on nurture pathway are part of the TAF process</li> </ul>	LH/AMS/R H/KS	Apr 23	<p>Ongoing</p> <p>Programmes for current pupils complete</p> <p>Ongoing</p>	The School involves Dorset SEN and other professionals at an early point and pupils are supported within a bespoke provision that meets their needs. Transitions are well supported by Dorset.

### Self-Evaluation and Improvement Priorities 2022-2023 – Personal Development:

#### Personal Development: Good

- Personal development is at the heart of the IEP process and the school provides bespoke activities for pupils to develop their personal skills and uses their interests and engagement profile to support their learning. This improves pupils' engagement with learning.
- Pupils are able to access a wide range of experiences to help them develop their life-skills. Pupils develop the skills they need to make successful transitions.
- There is high-quality pastoral support for pupils and their families through teachers and our pastoral support team, this includes specialist nurses.
- Pupils are supported to know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an appropriate understanding of healthy relationships that is taught in their class bases
- Pupils' talents and interests are taken seriously and are used to support their learning across all areas of the curriculum but especially in life-skills.
- Pupils are given the skills for them to take part in modern Britain and, where appropriate, are given an understanding of rules in society, democracy and responsibilities. Pupils enjoy taking part in these activities and have a positive attitude.
- Pupils are given opportunities to discover differences in cultures, beliefs, celebrations and opinions. Assemblies and themed weeks give all pupils the chance to be involved in celebrating cultures and beliefs.
- Pupils are taught to respect others and not to tolerate discrimination, we actively pursue inclusion and support the education of our partner schools' pupils in promoting inclusion as a result pupils feel happy and valued in the school.
- Pupils are given opportunities to have a voice and express opinions and choices, communication skills are the key priority to this skill.

#### Therapies and Medical Interventions: Good

- The school works effectively in a multi-agency environment with Social Care (the CWAD team), early intervention, and health services including Physiotherapy and Occupational therapy. This means that pupils' health needs are incorporated into their daily schedules.
- The school runs clinics for Health services and through its nursing team has excellent relationships with Paediatricians, the SWIFTS teams, and other professionals. This support families and allows them to access services easily and with support.
- The MOVE programme has been awarded its gold certificate and is working towards 'centre of excellence' status. This programme delivers physiotherapy plans within the school and trains and supervises staff. Pupils make good progress towards their physical targets. This progress results in better access to learning.
- The school also offers hydrotherapy, drama therapy, communication groups, ELSA, Brick by Brick and many other interventions to support the individual needs of pupils.

#### Personal Development (Areas for Development):

- Work needs to be done on formalizing the sequence of the Life-skills curriculum and making sure that all staff understand the intent of each bespoke curriculum.
- Student voice and the School Council need to be overhauled to be more inclusive and find more ways to gain the voice of all pupils
- Pupils' social skills can be improved through more focused play and all staff to be trained to support play more confidently. (See Section 1)
- Careers education needs to be improved to meet the needs of our pupils and transition planning to become more multi-agency based with better information for parents and pupils
- A review of SRE education is needed to make sure that we continue to provide SRE education that is delivered in the most appropriate and accessible manner for all pupils

#### Therapies and Medical Interventions (Areas for Development):

- Therapy time can be limited and we would like to improve our offer of therapy to pupils to support their Communication and Physical targets, an increase in therapy would provide the opportunities to increase these skills that are critical accessing curriculum and developing life-skills. This is currently under review with the Dorset Council and the CCG to improve the quality, quantity, and accessibility of Physiotherapy, Speech and Language Therapy, Ed Psych, Occupational Therapy, onsite Medical competencies and nursing.

Objectives	Milestones & costs (to be updated)	Who	When	Monitoring and evaluation	Outcomes
Personal Development					
Full review of the curriculum framework of PSHE and Life-skills. Develop the skills of staff to support Social Life-skills through play.	<ul style="list-style-type: none"> <li>• Provide relevant support, training and coaching to enable subject leader to develop curriculum plans for PSHE and lifeskills</li> <li>• Support pedagogy and practice through targeted CPD and appraisal</li> <li>• Develop central resources and curriculum tools to enhance pupils' learning and support staff planning</li> </ul>	JG/MC	July 23	Whole school curriculum in place (Sept 22) but individual statement for Lit/Nu/PSHE for curriculum sequence still be developed Resourcing for topics overhauled	Coherent, sequenced whole school curriculum established through which pupils of all abilities are enabled to incrementally build upon their skills, knowledge and understanding of PSHE and Life-skills.
Develop the role of the School Council and pupil voice	<ul style="list-style-type: none"> <li>• Developing Pupil voice throughout the school through staff training and modelling <ul style="list-style-type: none"> <li>○ 'Building relationships and getting to know the pupils'</li> <li>○ 'Using multiple and creative methods to provide opportunities for learners to develop and express their opinions.'</li> </ul> </li> </ul>	JG/KL	April 23		All pupils have the opportunity to participate in decision making processes that lead to change or decisions around their own lives.

Careers education and transitions	<ul style="list-style-type: none"> <li>Compass self evaluation</li> <li>Careers programme</li> <li>Careers leader training</li> <li>Gatsby Benchmark action plan</li> <li>Independent careers advice</li> <li>Transition planning document</li> <li>Transition planning as part of the PCR process</li> </ul>	JG/MC	July 23	<p>Compass self evaluation complete and action plan in place</p> <p>Independent Careers – COSMIC CACTUS SLA</p> <p>Transition in PCRs ongoing for this year's set</p>	Pupils are able to build the skills to allow them to make successful transitions. Pupils are able to access quality careers advice and are given the opportunities to develop their independence.
SRE review	<ul style="list-style-type: none"> <li>Provide relevant support, training and coaching to enable subject leader to develop curriculum plans for SRE</li> <li>Support pedagogy and practice through targeted CPD and appraisal</li> <li>Develop central resources and curriculum tools to enhance pupils' learning and support staff planning</li> <li>Guidance and training for Families on SRE</li> </ul>	KS/JG	Apr 23	Centralised resourcing now ongoing	SRE education is delivered in the most appropriate and accessible manner for all pupils. Families and Carers are informed and work together with the school. Pupils' understanding contributes to safeguarding them from harm.
Therapeutic provision review and programme development	<ul style="list-style-type: none"> <li>Improve our offer of therapy to pupils to support their Communication and Physical targets,</li> <li>Review with the Dorset Council and the CCG to improve the quality, quantity, and accessibility of Physiotherapy, Speech and Language Therapy, Ed Psych, Occupational Therapy, onsite Medical competencies and nursing.</li> </ul>	KS/Trustees/SM/AR	July 23	<p>Review of MOVE programmes for all Burgundy/Teal/Move pupils. Update on MOVE training for staffing (Jan 3<sup>rd</sup>)</p> <p>Ongoing discussions with DC – Health provision at Wyvern</p>	An increase in therapy would provide the opportunities to increase pupils' skills that are critical accessing curriculum and developing life-skills. Pupils are able to fully access the curriculum and make good progress on their physical targets.

## Self-Evaluation and Improvement Priorities 2022-2023 – Leadership and Management:

### Leadership and Management

#### Leadership and Management: Good

- The Senior Leadership are a new Team but with extensive experience at the school, they communicate well with staff and there is a clear structure through team, teachers, departments, SMT and SLT that helps with information sharing. This is evidenced in our staff surveys/staff stress questionnaires and through link Trustee visits.



- The senior leadership have developed the vision for the school this year, putting in place a more structured approach to curriculum pathways and the whole school experience for pupils. This has been communicated well to staff and we have a better, more holistic view, of pupils. This is shared and understood by class teams.
- Leaders aim to ensure that all pupils successfully complete their programmes of study, these programmes are bespoke to each pupils and follow the curriculum pathways on offer. They provide the support for staff to make this possible. They create an inclusive culture.
- Leaders engage well with parents/carers and complex teams involving Health and social care. This is effective and meaningful. The PCR process brings together all professionals around a child, whilst also providing the child with a voice and keeping all decision child focused.
- Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload. This includes managing staff workloads proactively in response to COVID-19 and beyond/during the transitional period.
- Leaders protect staff from bullying and harassment, any concerns are quickly dealt with.

#### **Safeguarding (Leadership and Management): Good**

- Safeguarding is highly effective and staff have a good understanding of their responsibilities and the challenges of providing effective safeguarding for pupils with severe and complex learning difficulties.
- Those with responsibility for governance ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding. Safeguarding Audits are carried out yearly and safeguarding data is reported and scrutinized in FTB meetings.
- The school has a culture of safeguarding that supports effective arrangements to: identify pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation; help pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help; and manage safe recruitment and allegations about adults who may be a risk to pupils.
- Sexual harassment, online sexual abuse and sexual violence is dealt with appropriately and swiftly. Pupils' understanding of consent and sexual harassment/abuse is supported by individual learning plans and is age and developmental stage appropriate.
- The safeguarding team work in a multi-agency environment, the team itself also includes our nursing staff who provide vital information when reviewing safeguarding concerns in our context. We provide challenge and support to the CWAD team. The safeguarding team meets weekly to review and discuss all safeguarding concerns and ongoing cases.
- Our pastoral care is coordinated by our Pastoral Support Assistant who provides acute care, early interventions, and group support and advice.

#### **Leadership and Management (Areas for Development):**

- The CPD programme is new and needs to be reviewed, the effects on improvement in teaching of the curriculum need to be evaluated
- Staff wellbeing still needs improvement, Staff are still struggling with the effects of the pandemic and the demands of our context. Post incident support needs to be reviewed and long term wellbeing for all staff put in place. The school needs to be able to signpost support and services for all staff.
- We need to make sure we have robust systems in place for ECTs
- The Trustee board is still relatively new and needs to embed its processes and procedures including the link trustee role. Trustees will be supported in making sure the school has a clear/vision and strategy through our SEP.
- Budget monitoring and forecasting (outturn) is complex in this setting and further support and training is needed to support business continuity.
- Asset Management needs to be reviewed and processes put in place
- Cyber Security actions need to be completed following Audit

#### **Safeguarding (Areas for Development)**

- Transition of SCR to Arbor

- Updated Safer working practice training from the LA Safeguarding and Standards Advisors
- Staff training should be reviewed on a regular basis to include updates to KCSIE, SCRs, and other new guidance. Learning lessons from within the setting should also be shared and reviewed

Objectives	Milestones & costs (to be updated)	Who	When	Monitoring and evaluation	Outcomes
Leadership and Management					
CPD programme	<ul style="list-style-type: none"> <li>• Implement new staff meeting and training plan (Wednesday sessions)</li> <li>• Big Bid training plan to be put in place for Communication to support total communication environment</li> <li>• Evaluate current CPD offer and put in place a more cohesive plan to offer stage appropriate career development</li> </ul>	KS	Apr 23	<p>Complete as of Sept22</p> <p>Funding agreed, plan to be put in place</p> <p>CPD plan needs review for progression</p>	An effective training and meeting schedule is in place that ensures that pupil needs are met and that there is the opportunity to improve and reflect on practice. Staff are given the opportunities to gain appropriate CPD that support practice in the classroom and supports staff retention.
Staff welfare policy and procedures	<ul style="list-style-type: none"> <li>• Strengthen procedures and training for those staff who support staff welfare</li> <li>• Create and introduce information on wellbeing for all staff</li> </ul>	KS/AMS/A C	Apr 23	Advice from Dorset HR now in place	Staff are effectively supported and those who provide the support have the tools and training to do so. Staff absence reduces and the impact on pupils is limited.
ECTs	<ul style="list-style-type: none"> <li>• Ensure an effective ECT programme is in place</li> </ul>	JG	Dec 22	Completed Jan 23	ECTs are well supported and are able to develop their careers. Pupils in classes with ECTs make good progress.
Trustee Board	See Trustee Development Plan				
Budget Monitoring and Forecasting including Access Migration	<ul style="list-style-type: none"> <li>• Access Migration</li> <li>• Review of Budget monitoring and outturn reports</li> <li>• Funding review with DC</li> </ul>	SBM/KS	July 23	<p>Completed Dec 22</p> <p>Ongoing – SBM vacancy</p>	Effective financial management is in place, the school has clear monitoring systems in place in order to effectively manage resources.
Arbor Migration	<ul style="list-style-type: none"> <li>• SIMS to Arbor Migration</li> </ul>	ZCC	Dec 22	Complete Oct 22	Arbor system in place as the school's MIS.
Safer working practice	<ul style="list-style-type: none"> <li>• Whole staff safer working practice training</li> <li>• Review of guidance (handbook) on safer working practice</li> </ul>	KS/RH	Apr 23	Needs reviewing	Pupils are effectively safeguarded in the school environment. Staff actively

					manage risk and there is a culture of safe working.
TADSS – Database/steps/R&D/outreach/Subject leader groups/training day and other opportunities	<ul style="list-style-type: none"> <li>Re-start attendance at TADSS groups</li> <li>Provide TADSS training on Database</li> </ul>	RH	Dec 22	Some groups have restarted (EYFS/CPD) – lit and numeracy to be added  No capacity regarding Database currently	Wyvern shares its good practice with other schools and SMT gain further experience from our colleagues.
Asset Management	<ul style="list-style-type: none"> <li>Asset Management needs to be reviewed and processes put in place</li> </ul>	SBM	July 23		Asset management in place to effectively budget resourcing. Financial forecasting allows the school to plan larger projects and make sure the needs of pupils are met.
MAT	See Trustee Development Plan				
Cyber Security and GDPR	<ul style="list-style-type: none"> <li>Cyber Security actions need to be completed following Audit</li> <li>GDPR Audit</li> </ul>	SBM	Dec 22	Action list created and prioritized  GDPR and DPO outstanding	The school effectively safeguards pupils and staff through our IT systems. Ensure GDPR compliance.
Website	<ul style="list-style-type: none"> <li>Audit Website</li> </ul>	SBM	Apr 23		The school has a website that families and the community can access, find informative, and provide the statutory information needed.

### Self-Evaluation and Improvement Priorities 2022-2023 – Early Years:

Early Years

#### Early Years: Good

- The Early Years curriculum provides a completely bespoke approach to curriculum delivery. Pupils are baselined and a personalized curriculum is put in place with a focus on engagement, play and communication
- There is a sharp focus on ensuring that children develop modes of communication to allow them to communicate effectively to give them the foundations for future learning, especially in preparation for them to become confident and fluent readers if appropriate
- Staff are well trained and confident in assessing and delivery progress towards individual targets. Staff have high levels in skills in multiple modes of communication including PECs/TOBIs/Signalong/Assistive technology, pupils make rapid progress in their communication.
- The curriculum and care practices promote and support children's emotional security and development of their character. Staff teach children the language of feelings, helping them to appropriately develop their emotional literacy. Leaders and staff are particularly attentive to the youngest children's needs. Pupils are given sensory diets to help them support and learn to regulate their behaviour.

- Within a play environment staff give clear messages to children about why it is important to eat, drink, rest, exercise and be kind to each other. This is carefully adapted to the needs of each pupil and all pupils have personal targets towards these key skills. Staff teach children to take managed risks and challenges as they play and learn, supporting them to be active and develop physically. Therapeutic support is given to those pupils who need additional support with their physical needs.

#### Early Years (Areas for development):

- Development of an improved system for involving parents in pupils learning on a more frequent basis than the PCR and review process.
- The engagement model is still new and although the profiling is in place we need to continue to review how we use this to best support increasing the engagement of our pupils in their learning
- Develop support staffs' knowledge of play and build in play targets for less structures times
- New staff could benefit of further training of numeracy and literacy in the early years setting (within the context of < 20 months development)

Objectives	Milestones & costs (to be updated)	Who	When	Monitoring and evaluation	Outcomes
Early Years					
Early years training for EYFS staff	<ul style="list-style-type: none"> <li>• EYFS literacy and Numeracy training</li> <li>• EYFS TADSS groups</li> </ul>	SP/KT	July 23	ST attending EYFS group	Pupils develop modes of communication to allow them to communicate and develop their skills in literacy and numeracy
Engagement profile embedded	See Quality of Teaching				
Play	<ul style="list-style-type: none"> <li>• Training and CPD on focused play and to allow staff to support play more confidently.</li> </ul>	KT	Dec 22	See 'Big Bid'	Pupils develop key social skills through focused play.
Tapestry	<ul style="list-style-type: none"> <li>• Embed the use of Tapestry as a tool to engage parents in the Early years provision</li> </ul>	DK	Apr 23	Ongoing – in use for some classes	Parents understand and feel involved in pupils learning. There are good relationships with staff and families that lead to cohesive learning across settings.

### Self-Evaluation and Improvement Priorities 2022-2023 – 6<sup>th</sup> Form:

#### Sixth Form

##### Sixth Form: Good

- Sixth form provision has become closer to the upper school as the cohort has become more complex and the numbers have decreased. However it remains a distinct part of the school with a focus on transition, accreditations, and skills for life.
- Pupils and staff have good relationships and pupils attitude and behaviour is excellent. Pupils engage well with their learning and are enthusiastic and motivated.
- Pupils make substantial and sustained progress from their identified and recorded starting points in their study programmes. Where appropriate, this is reflected in results in accreditations through the OCR life and living qualification and ASDAN.

- Pupils are ready for transition to education or a suitable care package. They have gained the skills that allow them to go on to destinations that meet their interests and aspirations and if appropriate their intended course of study. Pupils with high needs have greater independence in making decisions about their lives.
- Leaders and staff create an environment in which pupils feel safe because staff and learners do not accept bullying, harassment or discrimination or peer-on-peer abuse – online or offline. Staff deal with any issues quickly, consistently and effectively.
- Pupils develop an age and developmentally appropriate understanding of healthy relationships through appropriate relationship and sex education

#### Sixth Form (Areas for Development):

- The sixth form needs to improve the preparation for its students for future success in education, employment or training. This needs to be incorporated fully into the PCR process from year 9, including input from Health and Social Care. We need to provide: unbiased information to all about potential next steps; high-quality, up-to-date and locally relevant careers guidance, and opportunities for good quality, meaningful encounters with the world of work. We will be working together with DPCC, The transition nurse and CACTUS careers to improve our full offer this year.
- Review of SRE (as above)

Objectives	Milestones & costs (to be updated)	Who	When	Monitoring and evaluation	Outcomes
Sixth form (specific)					
Post 19 Transition, multi-agency planning	<ul style="list-style-type: none"> <li>• Increase in work experience opportunities for 6<sup>th</sup> form pupils</li> <li>• Increase in transition taster experiences to Weymouth College/Kingston Maurward and other post 19 providers.</li> <li>• Independent living skills (see personal development)</li> <li>• Careers plan and transition work (see personal development)</li> </ul>	MC	July 23	Taster visits for transition pupils are in place (Weymouth/EMA)	Pupils are able to build the skills to allow them to make successful transitions. Pupils are able to access quality careers advice and are given the opportunities to develop their independence.