



DURANTS SCHOOL
SCHOOL IMPROVEMENT PLAN
2021 – 2022

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QUALITY OF EDUCATION

ENGLISH CURRICULUM - Catherine

INTENTION / EXPECTED OUTCOME

- Improve the teaching of core English Literacy Skills.
- Maximise the quality of the professional use of English grammar and punctuation to ensure good modelling for pupils.
- Maximise the professional quality of all paperwork both in house and for outside agencies.

IMPLEMENTATION / ACTIONS

RESPONSIBILITY / TIMESCALE

RESOURCES / COST

IMPACT / EVALUATION

- Bespoke training, coaching and mentoring sessions in the fundamentals of English grammar and punctuation with the wider teaching population matched to their individual skills, capabilities and confidence to further improve their confidence and capability of teaching and using core English literacy skills.

CL
Throughout the year

Training through staff meetings, INSET and induction programme

- Training for teaching assistants to ensure they are capable and confident both in personal use and in providing academic interventions in line with pupils' learning to support their development of core English literacy skills

CL
Throughout the year

Training through staff meetings, INSET and induction programme

QUALITY OF EDUCATION

MATHS & NUMICON - John

INTENTION / EXPECTED OUTCOME

- Improve the frequency of use of numicon to support pupils understanding of number.
- To improve quality of teaching relating to number.
- More practical learning opportunities in Maths.
- Improved assessment of pupils work.

IMPLEMENTATION / ACTIONS	RESPONSIBILITY / TIMESCALE	RESOURCES / COST	IMPACT / EVALUATION
<ul style="list-style-type: none"> • To provide training to teachers and TA's on how to use 'numicon' to support pupils understanding of number. Observe and monitor its use in class. 	John/ Ongoing throughout academic year 2021-22	Time/ training space	
<ul style="list-style-type: none"> • To provide training to teachers and TA's on how 'numicon' can be used to support teaching of maths topics and looking at encouraging more practical Maths learning. 	John/Spring term	Time/hall to deliver training	
<ul style="list-style-type: none"> • To look at how pupil performance is tracked and ensure this is linked and shared termly with class teachers. 	John/HOD's/class teacher. Ongoing throughout school year.	Time	

QUALITY OF EDUCATION

POST-16 CURRICULUM AT WINCHMORE SRP – Jamie			
INTENTION / EXPECTED OUTCOME			
IMPLEMENTATION / ACTIONS	RESPONSIBILITY / TIMESCALE	RESOURCES / COST	IMPACT / EVALUATION
<ul style="list-style-type: none"> Establish close working relationship with Winchmore sixth Form provision by attending faculty meetings and liaise with Director of sixth form and sixth form administrator (APA/ APL) 	JTH/ HWH	HWH Release time covered by JTH	
<ul style="list-style-type: none"> Implement and Review the newly registered qualification syllabi, evaluating its effectiveness within their first year of introduction (BTEC Home cooking skills, ASDAN PSD, ASDAN Employability) 	JTH	£509 pa qualification membership £29.95 per learner registration for qualifications/ £9.00 per learner for short courses	
<ul style="list-style-type: none"> Enrich curriculum offer by including life skills based learning opportunities e.g. Horticulture, Duke of Edinburgh Award (silver), cooking skills and Finance 	JTH	TBC	

QUALITY OF EDUCATION

EARLY CAREER TEACHER FRAMEWORK – Ann

INTENTION / EXPECTED OUTCOME

- To be up to date with the new ECF and embed it into the school.
- For the ECTs to each have a mentor and feel supported.
- For the mentor to help ECTs set targets, develop and improve their practice.
- To appoint a member of staff to be the ECT tutor to oversee everything and carry out termly meeting/reports for the ECTs.

IMPLEMENTATION / ACTIONS	RESPONSIBILITY / TIMESCALE	RESOURCES / COST	IMPACT / EVALUATION
<ul style="list-style-type: none"> • For mentors and tutors to receive training on the ECF and for everyone to sign up on the new system provided by Ambitious institute. • Mentors to be assigned to ECTs 	Ann/Anita/Kay/Daniela/ John Summer term 2021 / Sept	Time for staff to go to training/watch webinars Familiarise themselves with the framework.	
<ul style="list-style-type: none"> • To make sure ECTs know what training sessions are available and when they are and have time out of class to attend the training sessions. 	Ann/Anita/Kay/Daniela/ John Autumn term	ECTs will have a whole day out of class, which will be on the training day so they can choose which training they would like to attend.	
<ul style="list-style-type: none"> • Plan for ECTs to have observations and meeting with their mentors to set targets, evaluate practice (strengths and areas for development) and improve their practice. • Tutors to carry out termly reports for ECTs. 	Ann/Anita/Kay/Daniela/ John Academic year 2021-2022	Time set assigned for ECTs to be observed and have meetings with their tutors and mentors.	

QUALITY OF EDUCATION

E-SAFETY - Joe & Costa

INTENTION / EXPECTED OUTCOME

All staff have had safeguarding training with a small focus on E-safety. For staff to support pupils to access the internet safely.

IMPLEMENTATION / ACTIONS	RESPONSIBILITY / TIMESCALE	RESOURCES / COST	IMPACT / EVALUATION
<ul style="list-style-type: none"> For all staff to receive E-safety training (via Enfield) For all staff to have an understanding of E-safety & how this can be implemented within the classroom. 	Evie Gibson/ Costa & Joe Feb 2022	Time	
<ul style="list-style-type: none"> To support staff & parents with regards to procedures needed to block inappropriate content and/or to support pupils to safely access the internet & computers. Update website with information as appropriate. All staff to know the escalation procedure with regards to E-safety issues. Review policy 	Costa and Joe Ongoing	Cost of course (approx. £100 each) Time	
<ul style="list-style-type: none"> For Network manager and ICT support to attend specific training regarding E-Safety & SEND. Deliver E-safety programme/ awareness to pupils (specified) 	Costa & Joe End of academic year	Time	

BEHAVIOUR & ATTITUDES

PBS – John			
INTENTION / EXPECTED OUTCOME			
<ul style="list-style-type: none"> To raise awareness of different types of restrictive practices being used so we can adapt and improve behaviour management techniques To improve safety of all pupils and staff by ensuring they are aware of Price principles and can use physical restraint safely and correctly. To support pupils behaviour to allow them greater opportunities to develop academically and personally. To ensure whole school is aware of our behaviour policy. 			
IMPLEMENTATION / ACTIONS	RESPONSIBILITY / TIMESCALE	RESOURCES / COST	IMPACT / EVALUATION
<ul style="list-style-type: none"> To ensure all PBS plans are updated with preferred ‘Price’ holds and techniques in line with Price principles. To ensure behaviour policies are updated and incorporate the ‘Price’ principles within them. 	John – Autumn 2021	Time	
<ul style="list-style-type: none"> To collect, monitor and interpret data regarding the types of restrictive practices being employed by staff of Durants school including the ARP. 	John- collect data termly across academic year.	Time	
<ul style="list-style-type: none"> To provide training and support to all staff who have not yet received training on Price. To carry out behaviour analysis and provide support to teacher’s who have pupils displaying behaviours that challenge. 	John/Price trainers/ Autumn Term 2021 John/PBS coach ongoing throughout academic year 2021-22	Time	

BEHAVIOUR & ATTITUDES

PUPIL WELLBEING - Carmel

INTENTION / EXPECTED OUTCOME

Our pupils will be taught how to look after their mental wellbeing and recognise when their classmates or family may be struggling. They will learn that mental wellbeing is a normal part of daily life and why simple self-care is important. There will be content on nutrition, the importance of staying active, and recognising the early signs of physical illness, online safety, how to discuss their emotions accurately and sensitively, about the impact of alcohol and drugs, and how to access professional help.

IMPLEMENTATION / ACTIONS	RESPONSIBILITY / TIMESCALE	RESOURCES / COST	IMPACT / EVALUATION
<ul style="list-style-type: none"> All classes to start the day with twenty minutes of yoga/mindfulness. Currently, there are slots in the timetable that focus solely on well-being such as yoga, mindful colouring and meditation. It has been seen/reported that it is beneficial for pupils to start the day with yoga/mindfulness. This will help them to regulate themselves and they will be calm and ready to start work. There will be an increase in the amount of time the pupils are joining in with yoga and mindfulness weekly. 	Responsibly – Carmel and HODs. Timescale - Pitfield way to begin this in September 2021. Southgate to start this by October 2021.	All of the pupils at Pitfield have a yoga mat and one for the teacher in class. All classes need yoga mats. Ideally each class will also have a singing bowl. Possible use the department budgets.	
<ul style="list-style-type: none"> Pitfield way site to trail 'Happiness box' (Professor Barry Carpenter). The happiness box enables pupils to practise and rehearse strategies that help them cope with their emotions, resolve inner conflict and bring them to an emotional state. In the box they can see and physically touch the item which help bring them in a clam self soothe state of mind. 	Responsibility – Carmel and Chrissy. Timescale – Pitfield to have a happiness box for all pupils by December 2021. If successful Southgate by July 2022.	Resources can be from class budgets or items may be given from parents.	
<ul style="list-style-type: none"> All pupils to be taught about Mental Health & well-being through the curriculum. Teachers must be confident teaching mental health and wellbeing. Clear curriculum advice and example lesson plans to be provided. To look into using new ASDAN books. 	Responsibly- Carmel, Daniela, Anita Timescale - July 2022.	Cost of new ASDAN books/scheme. Student book - £8.75. Certificate £5.50. Should be the same amount as the books we currently buy.	
<ul style="list-style-type: none"> Southgate site to look into a suitable place for an ICT suite. At the Pitfield way site the ICT suite has been successful in reducing the amount of time pupils are spending alone on the computers and engaging in more social activities and developing more interests. 	Responsibly- Carmel, Costa, Joe. Timescale – July 2022.	Costa and Joe to be given time to set up the ICT suite.	

BEHAVIOUR & ATTITUDES

WELLBEING KITE MARK - Carmel

INTENTION / EXPECTED OUTCOME

We have applied for the Wellbeing Kitemark and it will start from 1st September 2021 and 9 coaching visits, delivered up until the end of August 2022.

Achievement for all – This Programme offers education settings a comprehensive set of complementary strategies and approaches to unlock academic achievement and accelerate progress by improving the emotional wellbeing and mental health of an education setting.

- Helping professionals to understand what they *can do* to create a learning environment that supports and nurtures the highest possible levels of emotional wellbeing, and thus progress and achievement.
- Raising the levels of emotional wellbeing amongst staff as well children, helping to retain experienced professionals and support new entrants to the profession in equal measure.
- Direct support from highly-trained Achievement Coaches
- 24/7 access to The Bubble (online professional development portal)
- Access to Achievement for All's national network to help schools keep abreast of national policy and research
- Partnerships with an array of governmental departments and agencies, third-sector organisations and businesses.

Designed exclusively to meet the demands of Ofsted and Estyn key inspection focus areas.

IMPLEMENTATION / ACTIONS	RESPONSIBILITY / TIMESCALE	RESOURCES / COST	IMPACT / EVALUATION
<ul style="list-style-type: none"> • Carmel to meet with Paddy from Achievement for all and show evidence that Durants is meeting the criteria for their kitemark. 	Carmel – July 2022	Resources – Time for Carmel to meet with Paddy and implement changes if necessary. Cost - Kitemark has been paid for already. Option 2 - £3,900 (intermediate programme) 9 visits per year	

LEADERSHIP & MANAGEMENT

OFSTED READY - Rachel			
INTENTION / EXPECTED OUTCOME			
<p>Our last Ofsted was May 2019. We are due another Ofsted inspection; this has been delayed due to covid. We have a plan to be OFSTED ready.</p>			
IMPLEMENTATION / ACTIONS	RESPONSIBILITY / TIMESCALE	RESOURCES / COST	IMPACT / EVALUATION
<ul style="list-style-type: none"> School self evaluation - update 	Rachel Carli	Time	
<ul style="list-style-type: none"> School improvement plan to include preparing for ofsted Ensure the website is up to date. 	Rachel/Costa/Joe	Time	
<ul style="list-style-type: none"> \\internal.durants.school\SHARED-DATA\SMT\OFSTED\OFSTED 2021 Use Enfield Document – Preparation for Ofsted The Education Inspection Framework (link above) Work through all checklists to have everything in place. 	Rachel & SLT	Time	

LEADERSHIP & MANAGEMENT

SAFEGUARDING - DSL

INTENTION / EXPECTED OUTCOME

Whole school training in safeguarding and child protection in September 2021.
 All staff to read & understand Keeping Children Safe in Education (new version)
 Code of Conduct for all staff in relation to their role and responsibilities.

IMPLEMENTATION / ACTIONS	RESPONSIBILITY / TIMESCALE	RESOURCES / COST	IMPACT / EVALUATION
<ul style="list-style-type: none"> Whole school Child Protection & Safeguarding training (inset days September 1st & 2nd 2021) 	Carmel Wraight	Time	
<ul style="list-style-type: none"> Induction for new staff in all aspects of safeguarding All current staff have just completed PREVENT training – all new staff to school to complete the online PREVENT training. 	DSLs	Time	
<ul style="list-style-type: none"> Update policies procedures and protocols in relation to all aspects of safeguarding and child protection. 	Rachel Carli	Time	

LEADERSHIP & MANAGEMENT

GOVERNORS – Rachel & Jenny

INTENTION / EXPECTED OUTCOME

As covid restrictions ease and governor meetings & visits can resume as normal ensure more involvement and interaction from the governing body.

IMPLEMENTATION / ACTIONS	RESPONSIBILITY / TIMESCALE	RESOURCES / COST	IMPACT / EVALUATION
<ul style="list-style-type: none"> • New proforma for governor visits – all governors to log their visits to school, and the purpose and focus of their visit 	Each governor	Time	
<ul style="list-style-type: none"> • Governor section of the website – update with pen portrait of each governor 	Karly/Costa	Time	
<ul style="list-style-type: none"> • Governor CPD – we have signed up to include governor training • Also Jenny to deliver training to governors & SLT in preparation for OFSTED. 	Jenny	Time	

LEADERSHIP & MANAGEMENT

SCHOOL WEBSITE - Costa & Joe

INTENTION / EXPECTED OUTCOME

Website to be re organised to provided ease of access for staff, students and parents to navigate. Planned to minimize content and archive any historical posts/events/pages. Website will be updated on a regular basis providing more content directed and what has been going on throughout the school over each half-term. Regular addition of new imagery and media for any events going on across all sites also regular media uploads for each class/department allowing staff to also have an input as to what is displayed on their class pages. Website must also be Ofsted compliant as a matter of urgency and this should be also be prioritised on a weekly basis.

IMPLEMENTATION / ACTIONS	RESPONSIBILITY / TIMESCALE	RESOURCES / COST	IMPACT / EVALUATION
<ul style="list-style-type: none"> ● Archive and minimize current content (Galleries/events/posts/class pages) ● Establish which media can be archived/removed in order to de clutter website 	Joe & Costa (Dec 21)	Time	
<ul style="list-style-type: none"> ● Implementation of new updated imagery and media from staff for class pages ● Virtual tour to be added to website (External body to record/edit for us) ● Change of look to website (simplified) 	Joe & Costa (Ongoing) Arjun C (EXT Photographer)	Time / Potential cost	
<ul style="list-style-type: none"> ● Refer to Ofsted guide to implement any changes/ resolve any issues in order to make the website Ofsted ready at all times ● Regular meetings with SMT/Gov's to ensure all aspects of website are suitable and operable by all users. 	Joe & Costa (Ongoing) Class Teachers SMT Alison T (GOV)	Time	

LEADERSHIP & MANAGEMENT

EXPANSION OF PROVISION: SRP & PITFIELD WAY - Rachel, Jamie, Anita & Daniela			
INTENTION / EXPECTED OUTCOME			
Increase the educational provision for young people with Autism in Enfield			
IMPLEMENTATION / ACTIONS	RESPONSIBILITY / TIMESCALE	RESOURCES / COST	IMPACT / EVALUATION
<ul style="list-style-type: none"> The SRP will expand from two classes (KS3/ KS4) to three classes with the introduction of a KS5 class. Review of staffing structure and resources to be completed each half term with 6th form learning mentor. 	JTH	No additional class fee Additional class budget and possible department budget increase	
<ul style="list-style-type: none"> Pitfield Way site will expand from four to six classes. Recruitment of additional teachers and TAs (in progress) Support students transitioning to Durants successfully Support students moving from Pitfield Way site to Southgate Site Set up new classrooms for 2022/2023 intake of students Implement robust mentoring programme for ECT's, UQT's and teachers who are new to Durants 	Rachel, Daniela, Anita Chrissy/Anita Chrissy/Kay/Anita/Daniela Anita/Ann Ann / Chrissy/ Anita	Department budget increase Time	

LEADERSHIP & MANAGEMENT

SCHOOL PROSPECTUS - Rachel

INTENTION / EXPECTED OUTCOME

The current school prospectus is out dated. We want to write an up to dated school prospectus that reflects the recent changes in the school & advertises and promotes the school. There will be an online version and also a hard copy to share with prospective parents. The school prospectus is going to be the biggest asset in our marketing toll (along with the website) to entice perspective students and parents to sign up for admissions to our school.

IMPLEMENTATION / ACTIONS	RESPONSIBILITY / TIMESCALE	RESOURCES / COST	IMPACT / EVALUATION
<ul style="list-style-type: none"> • Research good models of school prospectuses • Establish a working party to come together and get expertise & ideas to write & publish the new prospectus (Costa, Joe, Daniela, Rachel, HOD's, Karly) 	<p>Autumn 2021</p>	<p>Time</p>	
<p>Update the information in each section include information on both sites and the SRP. Publish on the school website Include other key points in the prospectus:</p> <ul style="list-style-type: none"> • Name and type of school. • Contact details. • Information on the admissions process. • Your school values and ethos. • Statement from the Headteacher. • Supporting quotes from pupils, parents, Ofsted and staff. • Curriculum information including teaching methods. 	<p>Autumn 2021</p>	<p>Time</p>	
<p>Source publishers to print professional hard copies of the new school prospectus and get this published.</p>	<p>Autumn 2021</p>	<p>Cost of publishing</p>	

PERSONAL DEVELOPMENT

PUPIL VOICE (Student Council) – Ben

INTENTION / EXPECTED OUTCOME

- To continue to promote and provide opportunities for pupils to make a positive contribution to the school by giving them a ‘voice’ that is valued and will be heard.
- To develop pupils knowledge, skills and understanding of how they can contribute to society as a whole and become active citizens.
- To continue to provide opportunity for pupils to develop important life-skills that promote positive mental health and social welfare, emotional literacy, critical and moral reasoning, self-esteem, self-awareness, communication skills, relationship skills and assertiveness.
- To help provide ideas for extra-curricular clubs that will be offered on a Friday afternoon.
- To consider how we can help impact an area of our school by developing a fundraising project.

IMPLEMENTATION / ACTIONS	RESPONSIBILITY / TIMESCALE	RESOURCES / COST	IMPACT / EVALUATION
<ul style="list-style-type: none"> • Re allocate Student Council Members for new academic year. Ask for teachers nominations of pupils and create group with mixture of pupils with experience of council as well as new faces. 	Ben, Durants School Teachers October 2021	Purchase Student Council Badges for members	
<ul style="list-style-type: none"> • For Student Council to support in the creation of school extra-curricular groups on Friday afternoons. Council to support with activity ideas for groups. 	Ben, Student Council Christmas 2021	Time for council to meet up and time for Ben to create teaching resources for council meetings	
<ul style="list-style-type: none"> • For Student Council to make a wider impact on school or wider society by coming up with a fundraising idea for school improvements or charity. Planning activity with support and being involved in campaign to generate donations. 	Ben, Student Council, All staff Summer 2021	Time for council to meet and time for Ben to resource meetings. Could be increased costs as ideas develop.	

PERSONAL DEVELOPMENT

EXTRA-CURRICULAR CLUBS & ACTIVITIES - Ben

INTENTION / EXPECTED OUTCOME

- To create more extra-curricular opportunities for our pupils to foster development of new skills and/ or new interests
- To use information gathered by Student Council from the whole school population to support choices in extra-curricular groups
- To allocate lead TA's (scale 4s & 6s) to plan and run extra-curricular groups on Friday afternoons
- For myself to support lead TAs in resourcing their planned groups
- To have a successful extra-curricular programme up and running by Summer Term

IMPLEMENTATION / ACTIONS	RESPONSIBILITY / TIMESCALE	RESOURCES / COST	IMPACT / EVALUATION
<ul style="list-style-type: none"> • To discuss with lead TAs the decision for them to run an extracurricular activity • To develop a system for structured extra-curricular opportunities that does not impact on pupils (e.g. transitions, health & safety etc) • To gather results from Student Council club vote 	Ben/ Daniela Ben Ben/ Student Council Christmas 2021	Meeting with Lead TAs to explain plan. Time for Student council to carry out whole school vote and process their results	
<ul style="list-style-type: none"> • To discuss Student Council pupil results with lead TA group and allocate group activities • To support TAs in resourcing their allocated/ chosen extra-curricular activity 	Ben/ Lead TAs Ben/ Kay/ John/ Chrissy/ Lead TAs Easter 2022	Meeting with TAs to discuss activity allocation and money from departments to order resources to initially start up extra-curricular groups. TAs time to plan extra- curricular groups.	
<ul style="list-style-type: none"> • To have extra-curricular groups running every Friday afternoon from 1:45 to 2:15pm for every class by Summer Term 	Ben/ Lead TAs Summer Half term 1	To begin running clubs and manage any initial teething problems during first half term so we have a successful programme in place for Summer 2	

PERSONAL DEVELOPMENT

HEALTHY LIVING & EXERCISE - Chrissy

INTENTION / EXPECTED OUTCOME

- Physical healthy habits
“Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa.” Department for Education (2020)
- To encourage students to incorporate healthy habits into their everyday lifestyles with a focus on Exercise / Nutrition / Sleep / Relaxation / Outdoors

IMPLEMENTATION / ACTIONS

RESPONSIBILITY / TIMESCALE

RESOURCES / COST

IMPACT / EVALUATION

Exercise

- Pupils to participate in regular physical activity as a ‘brain break’ e.g. regular movement breaks to music. Pupils to be involved creating movements and routines, promoting leadership and Teamwork in P.E
- To run ‘intra sport competitions’ within school to raise opportunities for students to compete against each other and experience teamwork.

Chrissy / Lina /
Class Teacher’s

Create movement brain
break resources

Chrissy to organise and
model activities to class
teacher, hold school
competition.
-Certificates

Food

- To introduce visual food mats to support pupils making healthy choices at lunchtime including 1 protein, 1 carbohydrate, 1 vegetable, 1 sweet

Chrissy / Class Teachers

Visual cards
PEC symbols

Mind

- Relaxation – to support the implication of yoga sessions in classrooms daily
- Outdoors – To create an outdoor orienteering activity in the playground to encourage pupils to participate in walking activities outdoors

Chrissy / Lina
(to organise & model)
Class Teachers to
incorporate into daily
routine

Yoga mats
Visual cards
Symbols

LOWER SCHOOL – LOWER – Chrissy

LOWER			
INTENTION / EXPECTED OUTCOME			
<ul style="list-style-type: none"> To support the transition process of pupils starting at Durants in September 2021 To support pupils emotional regulation by providing resources and personalised strategies to support them feel calm To ensure consistent communication approaches are used across the school to support the pupils communicate their needs. To provide opportunities for students to develop independence skills through repeated learned approaches. 			
IMPLEMENTATION / ACTIONS	RESPONSIBILITY / TIMESCALE	RESOURCES / COST	IMPACT / EVALUATION
<ul style="list-style-type: none"> Implement sensory integration activities to support students with their emotional regulation eg. Sensory circuits / calming boxes / yoga and mindfulness activities / calming corner 	Chrissy / Anita /Ann / class teams	Time , sensory equipment , sensory toys	
<ul style="list-style-type: none"> Communication – continue working on implementing effective strategies to support pupil’s functional communication skills. This to include Makaton refresher sessions/ increasing communication opportunities across the school day / transactional supports 	Chrissy / Anita /Ann / Sally / class teams	Time / training for staff eg Makaton, PECS refresher / communication sessions with Sally	
<ul style="list-style-type: none"> TEACCH – implement TEACCH strategies across the department eg workboxes / work room 	Chrissy / Anita /Ann / class teams	Time / training refresher sessions with Ann	

UPPER SCHOOL – LOWER – Kay

LOWER			
INTENTION / EXPECTED OUTCOME			
<ul style="list-style-type: none"> To introduce collaborative working within the department to increase Cultural Capital opportunities for learners in Lower Department. To develop updated curriculum cycles with the focus on Intent, Implementation and Impact for Lower Department which will create a clearer pathway to Middle and Upper Departments. To support ECT / UQTs starting their teaching career at Durants and those going on mainstream placements with the aim to qualify by the end of the academic year. High quality teachers will allow for high quality teaching and learning for our pupils. 			
IMPLEMENTATION / ACTIONS	RESPONSIBILITY / TIMESCALE	RESOURCES / COST	IMPACT / EVALUATION
<ul style="list-style-type: none"> Each half term a teacher from the department hosts an activity and invites the rest of the department to participate, eg art / music / gaming / sports / breakfast communication sessions. If this is successful to increase from half termly to bi-weekly. 	Kay and Lower Teachers Start implementing from Autumn 2 2021	Time	
<ul style="list-style-type: none"> Research and develop a long-term plan for updated curriculum topics to coincide with Lower (Pitfield), Middle & Upper curriculums. 	Lower, Middle & Upper HODS July 2022	Lower, Middle & Upper long term plans SOW POS Time	
<ul style="list-style-type: none"> UQTs – Arrange regular mentor meetings (3 – 4 per half term), lesson observations (2 per half term) and completed SOW for subjects taught. ECT – Plan for ECTs to have observations and meeting with their mentors to set targets, evaluate practice (strengths and areas for development) and improve their practice Monitor the progress of trainees using Google Sheets to ensure high quality teaching and learning. 	Kay with UQTs in Lower Half termly As regularly as needed	Time	

UPPER SCHOOL – MIDDLE – John

MIDDLE			
INTENTION / EXPECTED OUTCOME			
<ul style="list-style-type: none"> To monitor and track pupils achievement in Maths so aware of progress as they transition throughout Middle and into the Upper Department Improved and consistent planning will lead to better delivery of lessons and improve teaching and learning across the department. Increased pupil attainment both academically and personally by enriching their opportunities and experiences to learn. 			
IMPLEMENTATION / ACTIONS	RESPONSIBILITY / TIMESCALE	RESOURCES / COST	IMPACT / EVALUATION
<ul style="list-style-type: none"> To implement an online assessment/tracking system for pupils completing Entry Level maths curriculum across the department. Liaise with ICT support team to help set this up. 	John/ May 2022	Time to meet with ICT co-ordinator	
<ul style="list-style-type: none"> To improve quality of planning across the department by partnering teachers up for shared planning. Monitor the quality of planning/teaching through fortnightly planning meetings, assigning topic rotas (½ termly) and regular dropins across the department. 	John/ class teacher/ongoing for academic year 2021-22	Time	
<ul style="list-style-type: none"> To provide more opportunities for pupils to develop their learning and understanding through external companies hosting practical events within the school To provide opportunities for pupils to further understanding by encouraging Teacher's to explore extracurricular links within the community. 	John/class teacher/ ongoing throughout academic year 2021-22	Time/£1000	

UPPER SCHOOL – UPPER – Ben

UPPER			
INTENTION / EXPECTED OUTCOME			
<ul style="list-style-type: none"> To improve the development of employability skills of pupils attending Durants via work experience opportunities and foster links with local employers to transfer these skills into the community. To ensure that parents have a clear understanding of the transition process out of Durants and into Post 19 provisions and that the transition process is robust and that children are given opportunities to visit their future placements before end of year. To think about how we assess progress in Upper Department and discuss whether we are focused too heavily on quantity of units completed for each pupil rather than the quality of learning and skill development that is taking place. 			
IMPLEMENTATION / ACTIONS	RESPONSIBILITY / TIMESCALE	RESOURCES / COST	IMPACT / EVALUATION
<ul style="list-style-type: none"> To develop 'in house' work experience opportunities for past and present pupils that will give them opportunity to continue to develop the skills needed for employment in the future. (Link to Preparing for Adulthood Outcomes). To try and develop links with local businesses for work experience opportunities. 	<p>Ben/ Jacky Briggs/ Costa/ Joe</p> <p>Easter 2022</p>	<p>Time to organise</p> <p>Time for staff to support pupils to develop employability skills</p> <p>Opportunities offered by businesses</p>	
<ul style="list-style-type: none"> To hold a Durants School transition event for parents giving them access to information about the transition process and possible options from SEN employees. To ensure there is a robust transition process in place for our pupils leaving at the end of 2022 	<p>Ben/ Sammy & Class Teachers</p> <p>Summer 2022</p>	<p>Time to organise event</p> <p>Coffee/ tea/ snacks etc for transition event</p> <p>Early confirmation of placement of leavers in new provision</p> <p>Teachers time to create resources for leavers</p> <p>Time to facilitate visits</p>	
<ul style="list-style-type: none"> To revise pupil progress and assessment used in Upper Department. Try to create an assessment tool that will make general record keeping for progress easier and more time effective. To consider whether progress for pupils can be assessed differently in future – currently based on number of units completed (quantity). 	<p>Ben/ Kay/ Class teachers</p> <p>Summer 2022</p>	<p>Time to revise current assessment</p> <p>Time for meeting with teachers to discuss new ideas</p> <p>Time to plan out and develop new tool</p>	

ARP – Jamie

SRP			
INTENTION / EXPECTED OUTCOME			
<p>The SRP will have a broad and balanced curriculum supplemented by a range of inclusive interventions delivered through both Durants and Winchmore schools. The curriculum will be differentiated based on the National curriculum for England and reflective of relevant frameworks and programmes (AQA UAS, ASDAN) to enable students to make achievements in all areas of development.</p> <p>The provision will be enhanced through the sharing of expertise and resources between Durants and Winchmore schools as well as to support the mainstream population and SEND students within Winchmore School.</p>			
IMPLEMENTATION / ACTIONS	RESPONSIBILITY / TIMESCALE	RESOURCES / COST	IMPACT / EVALUATION
<ul style="list-style-type: none"> Review of the current KS3 curriculum at termly intervals to identify effectiveness of provision and amend in line with current frameworks 	<p>JTH End of each term in collaboration with SRP staff</p>	<p>£0</p>	
<ul style="list-style-type: none"> Identify alternative qualifications that can be offered at KS4 in preparation for learning at KS5 	<p>JTH</p>	<p>Dependent on Exam board fees/ registration</p>	
<ul style="list-style-type: none"> Establish effective partnership with Winchmore Learning support to develop the Winchmore school studio provision to enhance collaborative teaching and learning e.g. faculty meetings, SENDCO meetings, staff exchange, observations, sharing resources etc 	<p>JTH</p>	<p>£0</p>	

THERAPIES - Sally

THERAPIES			
INTENTION / EXPECTED OUTCOME			
<p>Develop participation and wellbeing of all students and support their education through access to Music Therapy and Speech and Language Therapy. Continue to develop implementation of zones across the school day for students, relevant to needs of classes/students to develop emotional regulation using transactional support and development of skills of students.</p>			
IMPLEMENTATION / ACTIONS	RESPONSIBILITY / TIMESCALE	RESOURCES / COST	IMPACT / EVALUATION
<ul style="list-style-type: none"> Students supported through individual or group interventions led by therapist Class teams supported to personalise and implement “zones” as needed (meeting, training, modelling) 	<p>Music therapist</p> <p>Speech/Language Therapist</p>	<p>Time, communication meetings/afterschool calendar</p>	
<ul style="list-style-type: none"> Further develop links with families and carers through coffee mornings / workshops. 	<p>Therapy team / family support worker</p>	<p>Time: planning and delivery</p>	
<ul style="list-style-type: none"> Integrated therapy baseline assessment of year 7 pupils at Pitfield Way incorporating participation, wellbeing and joint attention. 	<p>Therapy team</p>	<p>Time: planning and implementation</p>	