



**DURANTS SCHOOL**  
**SCHOOL IMPROVEMENT PLAN**  
**2022 – 2023**

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## QUALITY OF EDUCATION

CURRICULUM – HODs			
INTENTION / EXPECTED OUTCOME			
<ul style="list-style-type: none"> <li>To develop a new curriculum for each department that creates a meaningful learning journey from lower department, through middle department and into Upper Department.</li> <li>To create pathways for students where they have access to a curriculum that is suitable to their needs and abilities e.g. Early pathway focus around communication and early independence skills to highest pathway entering Entry Level Qualifications.</li> <li>To make sure drivers of our curriculum are developing communication and the independent life skills for our pupils with the intent of preparing them for a successful transition into adulthood.</li> </ul>			
IMPLEMENTATION / ACTIONS	RESPONSIBILITY / TIMESCALE	RESOURCES / COST	IMPACT / EVALUATION
<ul style="list-style-type: none"> <li>To create a working party to develop curriculum ideas and arrange times to meet and formulate ideas.</li> </ul>	Autumn 2	Current curriculum Blank Level info Research into other SEN curriculums Research into general education documentation	
<ul style="list-style-type: none"> <li>Once curriculum structure and content has been decided across departments to show ongoing progress and development the ideas will need to be finalised with HT/ DHT/ Governors</li> </ul>	Spring 1	Time with governors/ HT/ DHT to present ideas	
<ul style="list-style-type: none"> <li>To delegate different areas of the curriculum to a wider working party that includes experienced school teachers and HODs with a view to creating schemes of work</li> </ul>	Summer 2	Time to meet with teachers and HODs to discuss plans and divide out workload Time for working party to formulate schemes of work Time for group to meet and discuss progress/ final versions	

## QUALITY OF EDUCATION

READING – Daniela & Anita			
INTENTION / EXPECTED OUTCOME			
To develop a comprehensive and accessible reading programme for pupils with Autism. To promote phonics, comprehension and reading across the school. To develop a solid bank of reading resources including a multisensory approach.			
IMPLEMENTATION / ACTIONS	RESPONSIBILITY / TIMESCALE	RESOURCES / COST	IMPACT / EVALUATION
To develop a comprehensive and accessible reading programme for pupils. <ul style="list-style-type: none"> <li>• Introduce Reading Scheme</li> <li>• Pupils to take part in regular reading sessions as part of the class timetable</li> <li>• Online Reading system to be implemented at school and accessible to pupils at home</li> <li>• Phonics scheme to be implemented across the school</li> <li>• Develop and embed a multi-sensory approach to phonics/ reading</li> </ul>	Daniela & Anita	£10,000	
<ul style="list-style-type: none"> <li>• Reading handbook/ guide to be developed to support teachers to identify strategies to support their pupils with reading</li> <li>• Assessment tool (I Cans) to be updated to include the assessment of reading/phonics</li> </ul>	SLT	Time	
<ul style="list-style-type: none"> <li>• Training for staff (teachers) on Reading &amp; SEND/ Autism to continue to develop good practice across the school</li> </ul>	Daniela & Anita	£1000	

## BEHAVIOUR & ATTITUDES

PBS – John			
INTENTION / EXPECTED OUTCOME			
<p>To raise awareness of PBS throughout the school community and local community by putting on workshops for Parents at Pitfield Way, Southgate and providing outreach work for different schools and settings. To continue to monitor and ensure a duty of candour around the use of restrictive practice throughout the school.</p>			
IMPLEMENTATION / ACTIONS	RESPONSIBILITY / TIMESCALE	RESOURCES / COST	IMPACT / EVALUATION
<ul style="list-style-type: none"> <li>To provide training workshops for Parents and other schools across Enfield on PBS to further their understanding on how to/we manage behaviour.</li> </ul>	John/Ben/SLT Ongoing throughout the year.	Time/ Space to deliver training	
<ul style="list-style-type: none"> <li>To change how we inform parents/carers around restrictive practice used on our pupils, by developing a parent information sheet in regards physical restraint.</li> </ul>	John/Autumn 2	Time	
<ul style="list-style-type: none"> <li>To ensure all new pupils (and current) PBS plans are established in all classes and signed by all parents/carers.</li> <li>To develop a timetable to ensure Behaviour observations occur more frequently across all sites.</li> </ul>	John/Autumn Ongoing throughout year	Time	

## BEHAVIOUR & ATTITUDES

### E-TIPSS – Rachel & Carmel

#### INTENTION / EXPECTED OUTCOME

Upsetting/confusing events are also called traumas. Traumatic events can cause people to feel afraid, upset, confused, helpless, angry, empty or numb. Many pupils arrive at school in a defensive state because they have been through trauma and have learnt the world is a scary place.

The E-TIPSS programme. The training will cover complex trauma, what a trauma informed school looks like, introduce the ARC (Attachment, Regulation and Competency - Blaustein & Kinniburgh, 2019) framework and provide training of the E-TIPSS.

Expected outcome following training', Durants is a trauma informed place to lean, where every child:

- is understand in the context of their environment and experiences
- has a safe caregiving environment
- has the support they need to regulate and integrate their experiences
- has the opportunity to develop the skills they need for a good life

IMPLEMENTATION / ACTIONS	RESPONSIBILITY / TIMESCALE	RESOURCES / COST	IMPACT / EVALUATION
<p>E-TIPSS briefing 19 May ( 3 hrs) introducing what a trauma informed school looks like. E-TIPSS Materials and Actions from the Onboarding Meeting 22 June 2022 ( with Kathryn Gibb &amp;Ellie Grimwood)</p> <p>give staff protected time to fill in the <i>ETIPSS Knowledge and Confidence Scale</i> by 22<sup>nd</sup> July 2022.In the Autumn term we will begin to collect the hard data &amp; complete the Roadmap ( working party of 5 including one SLT) and ensure these are submitted by 4 January 2023.</p>			<p>Durants to be a trauma informed place to lean, where every child:</p> <ul style="list-style-type: none"> <li>-is understand in the context of their environment and experiences</li> <li>-has a safe caregiving environment</li> <li>-has the support they need to regulate and integrate their experiences</li> <li>-has the opportunity to develop the skills they need for a good life</li> </ul>
<p>INSET – Training – Trauma informed practice (1 Sept 2022) followed by 8 after school training sessions.</p> <ol style="list-style-type: none"> <li>1. Wednesday 28<sup>th</sup> September 15:30-16:30</li> <li>2. Wednesday 5<sup>th</sup> October 15:30-16:30</li> <li>3. Wednesday 12<sup>th</sup> October 15:30-16:30</li> <li>4. Wednesday 16<sup>th</sup> November 15:30-16:30</li> <li>5. Wednesday 23<sup>rd</sup> November 15:30-16:30</li> <li>6. Wednesday 7<sup>th</sup> December 15:30-16:30</li> <li>7. Wednesday 14<sup>th</sup> December 15:30-16:30</li> <li>8. Wednesday 4<sup>th</sup> January 15:30-16:30</li> </ol>			

## PERSONAL DEVELOPMENT

### DURANTS SCHOOL COTTAGE – SOUTHGATE – Kay (Elita & Amy)

#### INTENTION / EXPECTED OUTCOME

To provide all pupils at Southgate the opportunity to learn Life Skills around the home – in addition to cooking based Life Skills. The Cottage would be a currently unused classroom (Mozart) set up as a studio flat with items including a sofa, rug, bed, wardrobe, dining table and chairs. In the Cottage, pupils will have the opportunity to learn basic housekeeping skills, eg how to change bedsheets / bedding and make a bed, lay a table, Hoover, mop, clean different surfaces and tidy up after themselves etc. In addition to this, pupils will learn to develop their skills in communication, working with others and problem solving. This would be a great way to support our pupils to prepare adulthood / independent living.

IMPLEMENTATION / ACTIONS	RESPONSIBILITY / TIMESCALE	RESOURCES / COST	IMPACT / EVALUATION
<ul style="list-style-type: none"> <li>Meet with working party to source remainder of items for Cottage.</li> </ul>	Kay, Elita & Amy Autumn 2	Elita and Amy have been sourcing items from charity shops, volunteers and shops FREE	
<ul style="list-style-type: none"> <li>Arrange timetable for whole school to access Cottage.</li> </ul>	Kay Autumn 1	Time	
<ul style="list-style-type: none"> <li>Organise different Life Skills based activities to set up in Cottage</li> </ul>	Kay, Elita & Amy Autumn 2	Time Basic Life Skills resources	

## PERSONAL DEVELOPMENT

PE & EXERCISE – Chrissy			
INTENTION / EXPECTED OUTCOME			
<p>To encourage and motivate pupils to move and exercise regularly throughout the school day. This will help pupils who are not motivated by sporting activities to exercise, improve their health and fitness levels and enhance their well-being. Regular exercise will support pupils to regulate their emotions more positively as well as promote aspects of team-work and personal achievement. Being physically active can improve brain health, help manage weight, reduce the risk of disease, strengthen bones and muscles, and improve pupil's ability to do everyday activities.</p>			
IMPLEMENTATION / ACTIONS	RESPONSIBILITY / TIMESCALE	RESOURCES / COST	IMPACT / EVALUATION
<p>To participate in regular physical activity to promote health and well-being</p> <ul style="list-style-type: none"> <li>Introduce the 'daily mile' – pupils participate in walking challenges at least 1 morning a week.</li> <li>Create an orienteering activity in the playground</li> </ul> <p>Timetable pupils to use Outdoor gym</p>	<p>Chrissy / Lina / Fabian Class Teachers</p> <p>Autumn 2</p>	<p>Time</p> <p>Resources for classes to record achievements</p>	<p>Improve pupil's fitness levels. Pupils move more during the school day. To celebrate personal and whole class achievements as a school. To use school environment to improve well-being.</p>
<ul style="list-style-type: none"> <li>Pupils to experience participating in competitions through half termly Inter-sport activities. Winners participate in a virtual competition termly across Pitfield and Southgate sites.</li> </ul> <p>To increase communication opportunities during P.E lessons using visuals of core language.</p>	<p>Chrissy / Lina / Fabian Class Teachers</p> <p>Autumn 2</p>	<p>Time</p> <p>Communication aids in the gym / during lessons</p>	<p>To adopt sporting values such as friendship, respect, excellence, equality, determination, inspiration, and courage through competition.</p>
<ul style="list-style-type: none"> <li>To develop playground with floor markings to support pupils be more active during play and lunch times.</li> <li>To create a bank of resources/games during play and lunchtime e.g. chase, hopscotch, basketball challenge</li> </ul>	<p>Chrissy / Lina / Fabian Class Teachers</p> <p>Summer 2</p>	<p>To pay for playground markings</p> <p>To purchase a container to store playground resources</p> <p>To buy additional resources for outdoors play</p>	<p>Improve opportunities for social interactions and communication amongst peers.</p> <p>Increase physical activity</p>



## LEADERSHIP & MANAGEMENT

### NAS ACCREDITATION – Ann

#### INTENTION / EXPECTED OUTCOME

Durants becomes an NAS accredited school again.  
The benefits of this include:

- A more autism-focused service
- Increased expertise in supporting autistic people
- Foundation for informing strategic planning
- Better outcomes for the autistic people you support/work with
- Reassurance for families/carers
- A more personalised service
- Increase in referrals to the service/school
- Decrease in vacancies for placements
- Evidence for commissioning bodies
- On-going development for the service/school. 10% of NAS training.

IMPLEMENTATION / ACTIONS	RESPONSIBILITY / TIMESCALE	RESOURCES / COST	IMPACT / EVALUATION
<p>Pre-assessment Audit</p> <ul style="list-style-type: none"> <li>• Complete a comprehensive and detailed self-audit of current practice (EDUCATIONAL STANDARDS workbook)</li> <li>• Submit action plan and pay for NAS accreditation</li> <li>• Complete a specialist award action plan on the self-audit with the advisor</li> <li>• Begin to work on actions.</li> </ul>	Sept/Oct	<ul style="list-style-type: none"> <li>• Time to fill in Audit - SMT</li> <li>• Submit audit and pay NAS support package £2560 (Optional On-site advisory visits cost £570 2to4 hours or Remote online sessions cost £275 2 hours)</li> </ul>	School thinks about current positions and a plan of action to improve autism specialist provision and the outcome for learners at Durants
<p>Organise assessment</p> <ul style="list-style-type: none"> <li>• Start working on action plan. Make sure staff are trained in Autism and specialist approaches especially new staff.</li> <li>• Assessment planning with your adviser to plan the format of your assessment and what to expect. Assessment days include observation of practice, oversight of key person centred documentation, and discussions with key people within the provision (including autistic people where relevant)</li> <li>• Observations may also be undertaken by an independent moderator</li> <li>• Online Autism Specialist Award survey is sent to families and/or autistic people.</li> </ul>	Dec/January	<ul style="list-style-type: none"> <li>• Time to implement action plan</li> <li>• Staff training</li> <li>• Time SMT to plan assessment day</li> </ul>	
<p>Assessment and outcome</p> <ul style="list-style-type: none"> <li>• A report summary of assessment findings, areas of strength and development, is produced by the advisor and sent to the awarding body.</li> <li>• Outcomes are measured against specific criteria that must be met and demonstrated in order to achieve one of the following stages of 'aspiring', 'accredited' and 'advanced'</li> <li>• A licence to use the Autism Specialist Award mark is issued, along with a certificate for organisations who achieve Autism Specialist Award.</li> <li>• Specialist support received from NAS for the school</li> </ul>	Spring/summer term/ ongoing	Time for SMT to keep on top of current thinking in Autism, staff training and Autism specific practice.	Outcomes for learners at Durants are improved.

## LEADERSHIP & MANAGEMENT

### SANDWELL CHARTER – Carmel & Rachel

#### INTENTION / EXPECTED OUTCOME

The Process:

1. Schools expressed an interest in becoming involved in the Charter Mark process. The Service arranges an introductory visit where the project contract is agreed, and the data collection process is discussed.
2. We familiarised ourselves with the Charter Mark criteria, communicate intention to staff, and began to collect data for the Charter Mark portfolio addressing all 8 areas.
3. The service visits the school to undertake the required data collection for the audit.
4. Following data collection, the service will arrange a follow-up action plan meeting to discuss the audit data and to plan the bespoke actions and next steps that are required to work towards achieving the Charter Mark
5. A cycle of action will occur; the bespoke action plan is implemented, and this will be supported by a monitoring visit from the service.
6. After an agreed amount of time has passed, schools progress will be reviewed, and it will be decided if the criterion for obtaining the Charter Mark has been met.

#### IMPLEMENTATION / ACTIONS

#### RESPONSIBILITY / TIMESCALE

#### RESOURCES / COST

#### IMPACT / EVALUATION

To receive the Charter Mark, we will be required to provide evidence of good practice and school development in each of the 8 principles that have been identified as being key to emotional, health and well-being in schools, by Sandwell Council Public Health Department.

These are:

Principle 1: Leadership

Principle 2: Ethos and Environment

Principle 3: Curriculum, Teaching and Learning

Principle 4: Pupil Voice

Principle 5: Staff Development

Principle 6: Identifying Needs and Monitoring Impact

Principle 7: Working with Parents/Carers

Collect hard data  
regarding all 8 principles

Principle 8: Targeted Support and Appropriate Referral			
<p>The Assistant Educational Psychologists will also work in school to collect qualitative data that enables us to understand the lived experiences of members of the school community, using questions underpinned by the ten-element map of mental health (Donald and O'Hara, 1998) using the following research methods:</p> <ul style="list-style-type: none"> <li>• Online questionnaires for all staff members (teaching, non-teaching, and governors)</li> <li>• Focus groups with parents ( 15 June 2022)</li> <li>• Focus Groups with pupils ( 15 June 2022)</li> <li>• Follow up discussion with the MH Lead &amp; HT ( 13 July 2022)</li> <li>• Discussion in the Action Planning meeting ( 19 July 2022)</li> </ul>			Created action plan
<p>Meeting to review progress in action plan – ( Wednesday 11 January 2023 at 09.30) Rachel, Carmel, Jamie, Gina Horrigan &amp; Anne Powell- Davies)</p> <p>Repeat process – research, action, review in six months – created new action plan.</p>			Review action plan

## LEADERSHIP & MANAGEMENT

SAFEGUARDING– Rachel & DSLs			
INTENTION / EXPECTED OUTCOME			
Ensure all safeguarding procedures and policies are in place & up to date. Ensure there is a good culture of safeguarding at school & staff are trained & confident in how to manage safeguarding concerns.			
IMPLEMENTATION / ACTIONS	RESPONSIBILITY / TIMESCALE	RESOURCES / COST	IMPACT / EVALUATION
Complete safeguarding audit - The document is intended to be used to gradually work through different sections. There is no expectation that one person should be working on all of these areas at the same time. It can be used as an audit tool and then can monitor where improvements have been made. This list should not be seen as a replacement for a good culture of safeguarding in a school, but an adjunct to it. The safeguarding message in our schools is to “maintain an attitude of it could happen here”.	DSL’s & Karly ( recruitment & SCR) Autumn 2022  Monitor from Spring 2022		Ensure all safeguarding procedures are in place
<ul style="list-style-type: none"> <li>Update safeguarding &amp; Child protection policies (KCSIE update &amp; Trauma informed practice statement)</li> <li>Update cpoms to include new KCSIE (September 2022) Daniela September 2022</li> <li>Whole school KCSIE training – July 2022</li> <li>Designated safeguarding Lead training – Chrissy &amp; Kay – September 2022</li> <li>Designated safeguarding Lead training Refreshers – Rachel, Daniela, Jackie, Jamie, Anita. July 2022</li> </ul>	Rachel Autumn 2022		Ensure there is a good culture of safeguarding at school & staff are trained in how to manage safeguarding concerns.
<ul style="list-style-type: none"> <li>Update system of visitors reading safeguarding statement to online system.</li> <li>Case studies termly re cpoms – careful monitoring of pupils</li> <li>Email signature – add “ Safeguarding is everyone’s responsibility” to all emails</li> </ul>	DSL’s Autumn 2022 Termly  September 2022 – All staff		

## LEADERSHIP & MANAGEMENT

OUTREACH – Jamie & SLT			
INTENTION / EXPECTED OUTCOME			
AS a special school with autism and behaviour expertise we are working with a number of mainstream schools and ARP units to support in this area. AS well as this we are providing training to schools on PBS and de-escalation and Engaging parents of children and young people with autism.			
IMPLEMENTATION / ACTIONS	RESPONSIBILITY / TIMESCALE	RESOURCES / COST	IMPACT / EVALUATION
<b>Durants Special School Outreach Offer Academic Year 2022-23</b> <ul style="list-style-type: none"> <li>Curriculum Guidance and support for ARPs and Units Follow up from Unit Support visits</li> <li>Follow up support for ARPs as identified at monitoring visits (this is an addition to half termly visits) ( Meeting regarding this on 13 September 15.45-17.00)</li> <li>Positive Behaviour Support and de-escalation – Durants training session</li> <li>Engaging parents of children and young people with autism - Durants</li> </ul>	John & Ben 8 <sup>th</sup> November (3.30-5.30) Ann & Sammy Wednesday 5 <sup>th</sup> July 23 (3.30 – 5pm)	Follow up from Unit Support visits Follow up support for ARPs as identified at monitoring visits (this is an addition to half termly visits)	
Positive Behaviour Support for secondary schools to put a PBS plans in place  <b>Consultation and Advice</b> Brimsdown Unit (6 x 0.5 days) De Bohun Unit (2 classes) (12 x 0.5 days) Bowes at Delta ARP (6 x 0.5 days) St Anne's ARP (2 classes) (12 x 0.5 days) Chace ARP (6 x 0.5 days) Follow up support for ARPs as identified at monitoring visits (this is an addition to half termly visits)	SLT	Time for the visits, meetings training	

## LEADERSHIP & MANAGEMENT

ASSESSMENT – Jackie			
INTENTION / EXPECTED OUTCOME			
Ensuring all pupil data is assessed and updated termly. Maintain the Assessment tool (I Can Statements and AET Progression guidance) to provide instant information on pupils' progress.			
IMPLEMENTATION / ACTIONS	RESPONSIBILITY / TIMESCALE	RESOURCES / COST	IMPACT / EVALUATION
<ul style="list-style-type: none"> <li>Update the I Can Statements with our new students for this Academic year.</li> <li>Ensure all new teachers have access to the I Can Statements and are familiar with the AET Progression guidance. – Training to commence shortly at both sites.</li> <li>Set up the AET for new students for this academic year.</li> <li>Open pupil Assessment folders for new students (Core subjects)</li> <li>Set up and update CASPA (external moderation tool) for this academic year.</li> <li>Maintain our Assessment tool so that is running smoothly and updated regularly.</li> </ul>	Jackie – Autumn term	CASPA annual subscription.	Teachers will be able to assess each pupil in their learning and give more support to areas of need.
<ul style="list-style-type: none"> <li>The Upper department curriculum is in the process of been upgraded and reshuffled. I will collaborate with Upper Department HOD to ensure clear and concise progress is recorded appropriately and tracked to show steady progress throughout the year.</li> </ul>	Jackie & Ben - ongoing		Pupils will be following a curriculum which incorporates basic and functional life skills, which will relate to real life experiences and training.
<ul style="list-style-type: none"> <li>Satellite provision will have a separate Assessment tool / system of recording progress due to the dynamics of a varied curriculum the pupils are accessing. I will keep in contact with the Jamie to support and ensure pupil data is updated and recorded throughout the year.</li> <li>To investigate other areas of the AET Framework documents – Competency framework and Post 16 standard framework</li> </ul>	Jackie & Jamie  Jackie	Pending	Jamie will be able to record progress more appropriately for the pupils at Satellite provision  Providing further independence and a voice for the autistic learner.

## LEADERSHIP & MANAGEMENT

### SO SAFE! – Anita (Jackie?)

#### INTENTION / EXPECTED OUTCOME

The SoSAFE! Programme is a visual teaching tool that enables learners to develop their abilities in managing; and communicating about their relationships. The program covers all degrees of interaction; from a student's expectations of strangers, to the intricacies of an intimate relationship. SoSAFE! moves away from making feelings based decisions so we can enable and empower our learners to make their own judgments about what is okay to do with specific people

IMPLEMENTATION / ACTIONS	RESPONSIBILITY / TIMESCALE	RESOURCES / COST	IMPACT / EVALUATION
<ul style="list-style-type: none"> <li>Attend free webinar explaining the SoSafe! Principles</li> <li><a href="https://pecs-unitedkingdom.com/training/sosafe-overview-free-talk/">https://pecs-unitedkingdom.com/training/sosafe-overview-free-talk/</a></li> </ul>	SMT	No cost	
<ul style="list-style-type: none"> <li>Arrange whole school training for staff on SoSafe!</li> </ul>	Oct 31 <sup>st</sup> ( Southgate)	Jaga Lesniak, Deputy Head Kensington Queensmill, SoSafe! Coordinator – no cost	
<ul style="list-style-type: none"> <li>Begin implementing SoSafe across the school</li> </ul>	SMT/HODs/Teachers Autumn term 2		
<ul style="list-style-type: none"> <li>Inform parents of the programme being implemented and ask for relevant information ( to be included in the P&amp;R booklets)</li> </ul>	Class teachers / HoDs Autumn Term		
<ul style="list-style-type: none"> <li>Develop (differentiate) My People and Relationships books for each student</li> </ul>	Class teachers	Time / Cost - £200	
<ul style="list-style-type: none"> <li>Develop ( differentiate) TTT for all staff to wear on their lanyards</li> </ul>	Class teachers	Time / Cost - £100	
<ul style="list-style-type: none"> <li>Develop SOW and bank of resources to teach SoSafe! Principles effectively across the school</li> </ul>	HODs / Class Teachers	Time	
<ul style="list-style-type: none"> <li>Implement shared language across the school ensuring consistency of approach</li> </ul>	SMT / HODs/Teachers	Time	
<ul style="list-style-type: none"> <li>Learning Walk focusing on how well SoSafe! is taught across the school to be carried out in the Summer term</li> </ul>	Summer term		

## LEADERSHIP & MANAGEMENT

### ENFIELD INCLUSION CHARTER – Rachel & Carmel

#### INTENTION / EXPECTED OUTCOME

A charter for early years settings, schools and colleges committed to providing an inclusive education for children and young people in Enfield.

Signing the Inclusion Charter is a commitment to:

- Provide clear, visible and strong leadership for inclusion
- Ensure that everyone takes responsibility for including children and young people with special educational needs and disabilities
- Understand that all behaviour happens for a reason
- Listen and respond to children and young people's opinions and ideas when making any decision which impacts on their lives
- Celebrate difference and diversity
- Work with families, professionals and practitioners across our community to help all children and young people to thrive
- Ensure that everyone is comfortable to be open and honest about what support they need to help children and young people in their care
- Support children and young people to prepare for their adulthood from the early years and throughout their childhood and adolescence, so they can shape their future in the way they want.

#### IMPLEMENTATION / ACTIONS

#### RESPONSIBILITY / TIMESCALE

#### RESOURCES / COST

#### IMPACT / EVALUATION

The aim of this is for all early years settings, schools and colleges to committed to providing an inclusive education for children and young people in Enfield. This was due to The Ernst & Young review of the SEND High Needs Budget identifying the need to strategically encourage inclusive practice both at a local authority and school level. The Charter has been developed by children and young people, headteachers, teachers, parents and carers, council officers, health partners and voluntary sector organisations. The outcomes of providing an inclusive school are:

- Better educational attainment for children and young people with SEND
- Less need for EHCP's
- Reduction in the number of suspension and permanent exclusions
- More pupils can attend Enfield borough schools
- Better integration with the local school community
- Sign up to the Enfield Inclusion Charter
- Enfield Inclusion charter, work towards the 8 principles
- Self Audit on Inclusion at Durants
- Action Plan
- Review Plan
- Inclusion Meetings
- Become a Champion School



## LEADERSHIP & MANAGEMENT

SUPERVISION – Daniela			
INTENTION / EXPECTED OUTCOME			
<p>Supervision is a method of supporting staff (Designated Safeguarding Leads) so they can provide for the needs of their students. There is a statutory requirement for schools to provide supervision and support for their safeguarding professionals. Safeguarding supervision is a regular, planned, accountable two-way process which should offer emotional support and develop the knowledge, skills and values of an individual, group or team.</p> <p>Staff receive good quality, effective and purposeful support through effective supervision. A consistent approach will ensure staff have a clear understanding of their roles and responsibilities. Supervision will ensure that there is a maintained focus on the child and helps to increase confidence in decision-making.</p>			
IMPLEMENTATION / ACTIONS	RESPONSIBILITY / TIMESCALE	RESOURCES / COST	IMPACT / EVALUATION
<ul style="list-style-type: none"> <li>Attend 'Effective Supervision' training via Enfield Professional Learning</li> </ul>	Daniela By end of Autumn 2	£75 (6.5hrs)	
<ul style="list-style-type: none"> <li>Develop effective supervision sessions for the school's Designated Safeguarding Leads in order to facilitate a regular, planned, accountable two-way process which offers emotional support and develops the knowledge, skills and values of an individual, group or team of DSLs.</li> <li>To develop a 'Supervision' schedule and proforma for regular meetings between DSLs.</li> </ul>	Daniela + DSLs	Time	
<ul style="list-style-type: none"> <li>To create and embed a DSL Supervision Policy</li> </ul>	Daniela By end of Spring 2	Time	

## LEADERSHIP & MANAGEMENT

GOVERNORS – RACHEL			
INTENTION / EXPECTED OUTCOME			
To work with governors to prepare for Ofsted. With governors write the Durants school Ofsted Health check for governors at the governors training day. With the chair of governors put together the Durants governors' induction pack to support new governors to Durants in their role. To ensure governor challenge - Governor challenge – Providing support & challenge to the headteacher & the senior leadership team is one of the governors key roles. This means asking questions to make sure a decision has been well thought through and holding the Headteacher to account.			
IMPLEMENTATION / ACTIONS	RESPONSIBILITY / TIMESCALE	RESOURCES / COST	IMPACT / EVALUATION
<ul style="list-style-type: none"> <li>Write a Durants governors induction pack –</li> <li>Share at governors away day – 26 September</li> <li>Email to all governors and discuss at FGB – 17 November</li> </ul>	Autumn 2022	Time	Will support new governors to the school
<ul style="list-style-type: none"> <li>Write Durants school Ofsted Health check for governors</li> <li>Share at governors away day – 26 September</li> <li>Email to all governors</li> <li>Continue to discuss &amp; update at governor meetings throughout the year</li> </ul>	Autumn 2022	Time	To work with governors to prepare for Ofsted
<p>Governor challenge – Providing support &amp; challenge to the headteacher &amp; the senior leadership team is one of the governors key roles. This means asking questions to make sure a decision has been well thought through and holding the Headteacher to account.</p> <p>Understanding how and when to hold leaders to account can be a really emotive subject, one that governors must approach sensitively and sensibly.</p>	At each governor meeting throughout the year		It is governors' right and duty to ask questions and to challenge effectively and respectfully. It demonstrates effective governance and governors in most situations act as the

<p>As governors, the role is to hold school leaders to account for the pupils' educational performance and to make sure that they're spending money effectively.</p> <p>It is important to ask questions, to be effective and to foster a good working relationship with members of staff. Governors are the school's strategic leaders, the headteacher is the operational leader, so we need to respect their position and the fact that they understand the day-to-day struggles of school life.</p> <p>A great starting point when considering how to ask questions is the <a href="#">Seven Principles of Public Life</a>. These are:</p> <p>Selflessness Integrity Objectivity Accountability Openness Honesty Leadership.</p> <p>It's worth keeping these in mind when considering challenging school leaders and holding them to account.</p> <p>Think about the subjects that you want to ask about. The <a href="#">three core functions of governance</a> should influence all your challenging questions. There's a thought process that says if governors are asking questions that couldn't sit under one of the three core functions, they shouldn't be asking them. And remember about being strategic, not operational: governance is a thinking role, not a doing role.</p> <p>There are two types of questions that governors may be asking - questions for clarity and questions for evidence. We all need to ask questions for clarity, but these shouldn't be recorded in minutes. The most important type of questions, though, is questions for evidence, or to find out more information. These questions are the basis of all effective challenge, and they need to be fully minuted as Ofsted will be looking for evidence that governors are effectively challenging school leaders. It wants to know if they are exploring forensically and asking probing questions or just accepting information at face value.</p> <p>Governors need to consider their reasons for challenging their headteacher. Is it because:</p> <p>They want more information?</p>			<p>employers in law, so have every right to challenge and ask questions. It's the manner in which the questions are asked that defines an open, transparent and trusting relationship between governors and headteachers.</p>
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<p>They're interested?</p> <p>They don't trust the information being given?</p> <p>They also need to understand their motivation for challenging their headteacher.</p> <p>It is governors' right and duty to ask questions and to challenge effectively and respectfully. It demonstrates effective governance and governors in most situations act as the employers in law, so have every right to challenge and ask questions. It's the manner in which the questions are asked that defines an open, transparent and trusting relationship between governors and headteachers.</p>			
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## LOWER SCHOOL – PITFIELD – Chrissy / Carmel

LOWER			
INTENTION / EXPECTED OUTCOME			
<p>Dojo points have been successful in two classes and may benefit further pupils. All using the same behaviour system provides consistency for pupils and staff. Interviews with pupils from Sandwell has revealed that pupils want a greater sense of purpose and to be involved more with the school and decisions. Jobs for each pupils should provide them with them.</p> <p>There will be three unqualified teachers and two ECT teachers, there are also two teachers that are new to Durants. Meeting weekly will support them with planning, assessment etc and raise pupil attainment and staff confidence.</p>			
IMPLEMENTATION / ACTIONS	RESPONSIBILITY / TIMESCALE	RESOURCES / COST	IMPACT / EVALUATION
<p>All teachers to start using 'Dojo' points for positive behaviour.</p> <p>All teachers to be confident with the website and editing behaviour points to their class requirements. Demonstrating from HOD and website tutorials.</p>	<p>Carmel, Chrissy, Kay</p> <p>All teachers using Dojo points by December 2022</p>	<p>Training during teachers meetings.</p>	
<p>All pupils to have jobs in their classrooms and around school. These jobs will give the pupils responsibilities and a sense of purpose. The jobs will be personal for each class. Examples include turning the lights off at the end of the day, stacking the chairs, cleaning the table, washing up, drying up, giving out pencil cases, pour drinks for peers, picking litter, enterprise.</p> <p>These jobs should be clearly displayed around the room.</p>	<p>Carmel, Chrissy, Kay</p> <p>All teachers to have set up jobs for the pupils by December 2022</p>	<p>Support for teachers during meetings. Examples to help teachers.</p>	
<p>Newly qualified teachers to be supported with planning, assessment, behaviour by attending a weekly training session with SMT. Each week will focus on one aspect and allow time for questions to be asked.</p> <p>A scheme to be bought into which provides further support with literacy and numeracy ideas.</p>	<p>SMT, to begin Sept 2022</p> <p>Carmel and Chrissy to explore a scheme, decide by Dec 2022.</p>	<p>Weekly 1 hour training after school. Tuesday.</p>	

## UPPER SCHOOL – LOWER – Kay

LOWER			
INTENTION / EXPECTED OUTCOME			
<ul style="list-style-type: none"> <li>Lower Department has had a number of girls starting this year and to increase cross-departmental working we are looking to start a “Girls Group” on a Friday to girls across the school have an opportunity to develop their social skills, communication skills and expand peer network while doing activities they enjoy with other girls.</li> <li>Communication is a focus for Lower Department this year – particularly around Breakfast Communication sessions. To improve quality of communication through the use of PECS, Makaton, basic conversing skills and turn taking.</li> <li>Lower Department is made up of two UQTs, one ECT and one qualified teacher. A weekly meeting / training session for the UQTs, ECTs and New to Durants Teachers across the site. Training to support with aspects including assessment, planning, marking &amp; feedback etc to raise quality of teaching and learning, as well as develop confidence in these areas.</li> </ul>			
IMPLEMENTATION / ACTIONS	RESPONSIBILITY / TIMESCALE	RESOURCES / COST	IMPACT / EVALUATION
<ul style="list-style-type: none"> <li>Set up a Girls Group on a Friday afternoon (Golden Time) run by a class teacher / TA in the department</li> <li>Source resources for Girls Group</li> <li>Invite girls from all departments to attend the weekly group (with support – if necessary)</li> </ul>	Kay and teachers from Lower Autumn 2		
<ul style="list-style-type: none"> <li>Liaise with SALT to provide appropriate communication strategies and how to model breakfast communication sessions to the different classes in Lower Department</li> <li>Classes to use the strategies and implement in their breakfast sessions, at least three times a week</li> </ul>	Kay Lower Dept teachers SALT Autumn 2	PECS / symbols SALT input	
<ul style="list-style-type: none"> <li>Unqualified / New to Durants Teachers to be supported with planning, assessment, behaviour, marking &amp; feedback by attending a weekly training session with SMT. Each week will focus on one aspect and allow time for activities / question &amp; answer session</li> </ul>	SMT Autumn 1	Weekly 1 hour training after school – Tuesdays Time to prepare resources / activities for training	

## UPPER SCHOOL – MIDDLE – John

MIDDLE			
INTENTION / EXPECTED OUTCOME			
<ul style="list-style-type: none"> <li>To raise standards of pupil attainment in Science and Literacy across the department by supporting teachers delivery with training and resources.</li> <li>To look at revising the Middle Curriculum so it becomes more aligned with the other departments and focuses on a dual pathway approach for our learners.</li> <li>To develop the assessment tool spreadsheet to support the monitoring and recording of pupils accessing the Entry Level units in Maths and ensure that this is being updated termly in line with progress meetings.</li> </ul>			
IMPLEMENTATION / ACTIONS	RESPONSIBILITY / TIMESCALE	RESOURCES / COST	IMPACT / EVALUATION
<ul style="list-style-type: none"> <li>To meet with department teachers to discuss areas they feel need most support within Science and provide materials for this.</li> <li>To liaise with Science/EYFS lead at Enfield to try and look at development of practical lessons.</li> <li>To ensure staff are incorporating the oxford reading buddy scheme into timetables and give opportunities to develop reading &amp; speaking and listening skills</li> </ul>	Autumn 1  Spring  Ongoing throughout academic year	£500  Time  Time	
<ul style="list-style-type: none"> <li>To revise the Middle Department Curriculum as part as part of a whole school curriculum change. To ensure there is a clear pathway for our sensory and independent learners with a focus on developing communication and life skills. Liaise with experienced teachers so they have input and ownership of curriculum</li> </ul>	Ongoing throughout academic year	Time to meet with other Department leads/teachers	
<ul style="list-style-type: none"> <li>To liaise with ICT co-ordinator to look at transferring Maths outcomes on to a sheets document so evidence can be recorded.</li> </ul>	Autumn 2	Time	

## UPPER SCHOOL – UPPER – Ben

UPPER			
INTENTION / EXPECTED OUTCOME			
<ul style="list-style-type: none"> <li>To improve the development of employability skills of pupils attending Durants through the development of in house work experience opportunities.</li> <li>To develop a new Upper Department curriculum focused clearly on developing functional skills needed to live an independent adult life.</li> <li>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.</li> </ul>			
IMPLEMENTATION / ACTIONS	RESPONSIBILITY / TIMESCALE	RESOURCES / COST	IMPACT / EVALUATION
<ul style="list-style-type: none"> <li>To continue to develop in house work experience with development of shop environment onsite that pupils can run as part of our preparing for adulthood curriculum.</li> </ul>	Ben/ Jacky/ Lina/ Kevin  Easter 2022	Source counter, till and shelving to create shop environment Time and resources to fit shop equipment into Mozart quiet room Staff and classes to get shop system up and running.	
<ul style="list-style-type: none"> <li>To revise the Upper Department Curriculum as part of whole school curriculum over haul.</li> <li>To make sure there is a clear focus on preparing the young adults in Upper Department for adulthood through development of essential outcomes of achievement.</li> </ul>	Ben/ Upper Dept Teachers/ HODS	Time to meet and devise curriculum Time to meet with teachers to discuss and edit Time to trial curriculum Governors & SLT agreement to new curriculum	
<ul style="list-style-type: none"> <li>To revise pupil progress and assessment used in Upper Department to link in with new curriculum.</li> <li>Create an assessment tool that will make tracking progress and completed units easier and more time effective.</li> <li>To step away from quantity based assessment and focus on key outcomes we want our pupils to achieve</li> </ul>	Ben/ Kay/ Upper Dept Teachers	A completed new curriculum Time to create online/ system assessment tool Opportunity to meet teachers for input on assessment tool A trial period to test efficiency	



SATELLITE PROVISION			
INTENTION / EXPECTED OUTCOME			
IMPLEMENTATION / ACTIONS	RESPONSIBILITY / TIMESCALE	RESOURCES / COST	IMPACT / EVALUATION
<ul style="list-style-type: none"> <li>Establish effective communication pathways for 6<sup>th</sup> Form staff and mainstream colleagues – 6<sup>th</sup> Form meetings, faculty time engagement, CPD, liaison with faculty / department heads.</li> </ul>	JTH/ Summer 2023	CPD may incur costs up to £300. Release time for staff	
<ul style="list-style-type: none"> <li>Analyse the effectiveness of Functional Skills English and Mathematics courses (e.g. All E3 students to achieve Level 1 in the 2023 series/ attaining secure at L1). Review termly and revise as necessary.</li> </ul>	JTH/ Termly		
<ul style="list-style-type: none"> <li>Develop a resource bank for 6<sup>th</sup> Form courses to aid in embedding respective syllabus' into the curriculum</li> </ul>	JTH/ Spring 2023	Course textbooks approx. £30 each- can source cheaper through second hand avenues	

## THERAPIES - Sally

THERAPIES			
INTENTION / EXPECTED OUTCOME			
Continue to develop therapies in school so that pupils have opportunities to access effective support.			
IMPLEMENTATION / ACTIONS	RESPONSIBILITY / TIMESCALE	RESOURCES / COST	IMPACT / EVALUATION
<ul style="list-style-type: none"> <li>Develop communication skills through a focus on intensive interaction skills of staff. Develop practise in key classes through modelling, use of video and reflective practise with staff.</li> </ul>	Sally: School year	Time: in class and training time	Through video
<ul style="list-style-type: none"> <li>Develop Occupational Therapy so that staff working with identified pupils are able to implement programmes to develop functional skills</li> </ul>	NHS OT once in post	Time: in class and ?inset	Monitoring of programmes, pupil progress.