

DURANTS SCHOOL
SCHOOL IMPROVEMENT PLAN
2017-2018

Contents

Quality of Teaching:

1. Curriculum SOW – Heads of Department/Rachel overview
2. Behaviour – Stephen/Rachel overview
3. ITT Training Package - Ann
4. Arts Award Training – Patrizia and Caroline
5. Induction/New Staff Handbook - Ann

Quality of Achievement

1. Implementation of I Can Statements in all areas/Assessments Jackie/Kay
2. Implementation of AET Jackie/Kay
3. Individual Class Progress Meetings – Heads of Department
4. Parent Therapy Workshops - Sally

Quality of Behaviour and safety

1. Quiet Rooms Stephen/Rachel
2. Behaviour Management in School/STAY TBA/Rachel

Quality of Leadership

1. Minchenden Building Developments - Peter/Karly
2. Minchenden Transition Planning - Peter/Karly
3. Durants Site Redevelopment – Peter/Karly

Department Developments

1. Lower - Daniela
2. Middle - John
3. Upper – Frances
4. ARP - Jamie

QUALITY OF TEACHING: Writing of new curriculum schemes of work			
CURRENT POSITION		EXPECTED OUTCOME FOR PUPILS	
The Lower & Middle Department have developed Programmes of Study for each curriculum area. New long term plans have been written (Lower – 3 year cycle and Middle – 2 year cycle). Both departments continue to follow the ASDAN curriculum. The Equals schemes of work are no longer suitable and therefore a new scheme of work has been developed in line with the school's Programme of Study.		Pupils to have the opportunities to explore a broad and balanced curriculum in line with the new national framework. Children to achieve accreditation of work by completing ASDAN scheme of work (pupils in 2 nd year in dept). For progress in Maths, English and Science to be maintained or improved.	
Activity Tasks	Responsibility/ timescale	Resources & Training needs	Monitoring/ evaluation
To implement cycle 1 with the new written Schemes of Work – evaluate and amend as necessary. To build up a bank of resources to support the teaching of new topics. To complete the schemes of work for the 2 nd and 3 rd cycles of the Lower Department Long Term Plans	Daniela John Jamie Rachel	Autumn 2017	ongoing

QUALITY OF TEACHING: Development of ITT Package for Assessment Only Route to Teaching			
CURRENT POSITION		EXPECTED OUTCOME FOR PUPILS	
<ul style="list-style-type: none"> Last year a comprehensive bespoke ITT training package for schools direct delegates was put in place. 		<ul style="list-style-type: none"> Trainee teachers receive training that helps them to improve their teaching skills. Trainee Teachers have up to date knowledge of systems in place at Durants Trainee Teachers develop their knowledge and skills in regards to Autism and Autism based strategies used at Durants. 	
Activity Tasks	Responsibility/ timescale	Resources & Training needs	Monitoring/ evaluation
Research the requirements of the Assessment only route into teaching.	Ann / Autumn term	Time / meetings	End of Term
To make any changes and improvements to bespoke ITT training package for Schools direct	Ann / Spring term	Time	End of Term
To put together a bespoke ITT training package for Assessment only route into teaching	Ann / Summer term	Time	End of Term

QUALITY OF TEACHING: Focus on Behaviour			
CURRENT POSITION		EXPECTED OUTCOME FOR PUPILS	
Behaviour management strategies and procedures within the school follow the ethos of positive behaviour support, founded on the principle that behaviour which is rewarded is more likely to be repeated.		The aim is to reduce the likelihood of challenging behaviour occurring within the school and providing the pupils with the skills and understanding to manage and regulate their own behaviour.	
Activity Tasks	Responsibility/ timescale	Resources & Training needs	Monitoring/ evaluation
Adapt current behaviour logs to monitor use of physical intervention online.	S Chatterjee/November 2017	Online data recording programme (Google Sheets) S Chatterjee to introduce to teachers once developed	Continuous monitoring of data/ evaluate on half termly basis
Develop new logs for recording behaviour that are more user-friendly and allow for quick recording of frequent behaviours.	S Chatterjee/November 2017	Whole school training in after school calendar New behaviour logs delivered to classrooms	Half termly monitoring/ evaluate July 2018
<ul style="list-style-type: none"> Introduce PBS techniques, such as “chaining”, to enable pupils to learn and develop new skills. 	S Chatterjee/November 2017	Whole school training in after school calendar Resources available online, support from behaviour co-ordinator where requested	Half termly monitoring/ evaluate July 2018
Targeted support where needed for pupils presenting with consistently challenging behaviour.	S Chatterjee/November 2017	Time for observations and strategies to be devised	Continuous monitoring/evaluate on individual case basis

QUALITY OF TEACHING: Creative Arts Training			
CURRENT POSITION		EXPECTED OUTCOME FOR PUPILS	
<p>Arts Award scheme is delivered by 2 specialist teachers (Art & Design and Performing Arts) to selected classes.</p> <p>Weekly Art & Design and Performing Arts lessons are delivered by class teachers to those classes that benefit from a more sensory experience.</p> <p>A new Programme of Study has been devised by specialist teachers in order to facilitate the delivery of the Creative Arts curriculum by class teachers.</p>		<p>All pupils will be given opportunities to develop an understanding and appreciation of the arts from a worldwide context, including the historical and contemporary, as an entitlement.</p> <ul style="list-style-type: none"> - Materials used will reflect the Multi-cultural society in which we live. - Activities should be carefully selected to be age appropriate. - Pupils should be taught safe handling and use of tools and equipment. - Pupils should have the opportunity to use a range of technology and literature to support the Creative Arts curriculum. -Pupils should experience different approaches to performing arts, visual arts, craft and design, media and multimedia, new art forms and cultural activities and combination of any of these art forms 	
Activity Tasks	Responsibility/ timescale	Resources & Training needs	Monitoring/ evaluation
Training all staff in Lower, Middle and Upper departments in order to implement the Creative arts curriculum to all pupils.	Patrizia & Caroline Training to be completed by October 2017	time	
The programme of study ensures continuity, progression and full subject coverage, providing the basis for developing our Schemes of Work.	Patrizia & Caroline/ On going	time	

QUALITY OF TEACHING: Induction/New Staff Handbook			
CURRENT POSITION		EXPECTED OUTCOME FOR PUPILS	
<ul style="list-style-type: none"> • Induction sessions run by scale 6's after school but due to new contract of 3.15pm last year the scale 6's had to do this on a Wednesday which pulled new staff away from other training. • There has not been a staff handbook for a few years 		<ul style="list-style-type: none"> • New staff are better prepared for working at Durants. • They have all the relevant information they need. • They know who to go to for help. 	
Activity Tasks	Responsibility/ timescale	Resources & Training needs	Monitoring/ evaluation
<p>To put together a staff handbook and get a copy online.</p> <p>To put together an induction day for one of the Sept INSET days</p>	Beginning of the Autumn term	Time	End of the Autumn term
<p>To evaluate and amend if necessary the induction day content and staff handbook content</p> <p>To look into the feasibility of running the induction 2 times a year for staff that start part-way through the year.</p>	End of the Spring term	Time / questionnaire for new staff who received the training	End of Spring term
<p>To keep the content up to date yearly</p>	End of Summer term	Time / up to date information	End of the summer term

QUALITY OF PUPIL ACHIEVEMENT: Embed I Can Statements and new Assessment System			
CURRENT POSITION		EXPECTED OUTCOME FOR PUPILS	
This is the first year the new I can statements will be used as our Assessment tool to monitor progress. The I can statements range from P4 to Stage 5. We also have a Pre Level (P1 – P3(ii)).		The I can statements are tailor made for Pupils with Autism. The objectives are taken from the National Curriculum and written in an autism friendly way, allowing our pupils to achieve realistic goals. It also allows for non-verbal pupils to achieve goals through other methods of communication.	
Activity Tasks	Responsibility/ timescale	Resources & Training needs	Monitoring/ evaluation
To ensure that the new system is running smoothly and that all teachers are now updating pupil progress on the I can statements.	Jackie/Kay	Teachers have been shown how to use the I can statements.	Data updated termly
To discuss any areas that need to be changed/updated	Jackie/teachers		
To use the new ICAN system to demonstrate pupil progress to all stakeholders at Progress Meetings and to Governors. We especially will be tracking pupils on the Pupil Premium to try and improve the number of these pupils who make better than expected progress.	Jackie		

QUALITY OF PUPIL ACHIEVEMENT: Implementation of AET framework			
CURRENT POSITION		EXPECTED OUTCOME FOR PUPILS	
The AET progression guidance has been set up on the system for every pupil in the school. We are in the process of getting someone who has used this framework to come in and show us how to use it effectively.		This framework will cover non-curricular areas and important milestones that are difficult to record using our current curriculum assessment tool.	
Activity Tasks	Responsibility/ timescale	Resources & Training needs	Monitoring/ evaluation
Organise training in the Autumn Term for all teachers Teachers to familiarise themselves with the new AET Framework and relate to pupils learning. Hope to have it up and running by the end of this term.	Jackie/Kay	In the process of getting someone in to demonstrate an effective way of using this system.	termly
Teachers to use the AET system to track 3 targets for each pupil.	Jackie/Kay		
Pupil Progress in these targets will be reported to Governors termly with a final report in the summer.	Jackie/Kay		

QUALITY PUPIL ACHIEVEMENT: Implementation of Individual Class Progress Meetings			
CURRENT POSITION		EXPECTED OUTCOME FOR PUPILS	
A new meeting for teachers and their Head of Departments to be set up twice a year. Heads of Department will be made aware of any issues in class and ensure that all progress is correctly recorded.		Pupils will be monitored more frequently and any issues dealt with more efficiently.	
Activity Tasks	Responsibility/ timescale	Resources & Training needs	Monitoring/ evaluation
Heads of departments will meet with teachers before the department meeting progress meetings take place	Heads of Departments		Twice a year
The progress for each pupil will be reviewed including their CASPA and IEP data. A sample of work from each class will also be reviewed.			
In line with our assessment focus the progress of pupils receiving the pupil premium will be especially monitored with a view to increasing the number of pupils who make better than expected progress.			

QUALITY OF PUPIL ACHIEVEMENT: Develop Progress Meetings and Work Sampling			
CURRENT POSITION		EXPECTED OUTCOME FOR PUPILS	
Work is moderated twice a year, End of KS3 & KS4 monitored throughout the year.		Pupils progress will be tracked on I can statements and areas in need of supported will be looked at. The work samples will show a clear pathway of progress in motion as the pupils move up through the school.	
Activity Tasks	Responsibility/ timescale	Resources & Training needs	Monitoring/ evaluation
Progress meetings will be held termly with teachers (I can statements). End of KS3 (yr 9) & KS4 (Yr 11) pupils will be monitored throughout the year. Each class teacher will keep 3 electronic sample copies of their pupils work, per term.	Jackie teachers		Termly termly
A folder will be opened on the M drive for all pupils in the school, where their work samples / progress will be collected and stored. As the pupils move forward, their work will grow and there will be a visible collection of progress when the pupils reach year 14.	Teachers / Jackie	Class teams will scan work samples for each pupil (3 per term)	termly

QUALITY OF PUPIL ACHIEVEMENT: Parent Workshops			
CURRENT POSITION		EXPECTED OUTCOME FOR PUPILS	
The Therapy team has provided initial coffee morning offered to all parents/carers at school. Workshops planned for parents to support understanding of therapies and strategies that parents can use at home		Parents report that they feel better informed about therapies. Parents report that they are able to use a strategy to support their child at home.	
Activity Tasks	Responsibility/ timescale	Resources & Training needs	Monitoring/ evaluation
Therapy team to provide a set of two workshops each term: Autumn: Nonverbal behaviour and its communicative meaning	Fiona Hoo and Emily Panayioutou Autumn Term 2017	Time, tea, coffee and biscuits!	End of autumn term
Therapy team to provide a set of two workshops each term: Spring: Sensory processing	Helga Abernethy	Time, tea, coffee and biscuits!	End of spring term
Therapy team to provide a set of two workshops each term: Summer: communication and using questions	Wing yee Lam and Sally Mordi	Time, tea, coffee and biscuits!	End of summer term

QUALITY OF HEALTH & SAFETY: Development of the STAY Project			
CURRENT POSITION		EXPECTED OUTCOME FOR PUPILS	
<p>SCAN service (Tier 3) The SCAN service (Service for Children and Adolescents with Neurodevelopmental disorders) is a Tier 3 service that is part of the wider CAMHS service. The service works with children and young people aged up to 18 years, who have a learning disability and/or autism and attend a special needs school. The SCAN service offers assessment and treatment for children and young people that present with a wide range of mental health difficulties and/or challenging behaviour. We liaise closely with other professionals and agencies that these children/young people are also known to. This is a specialist team that work with children with a range of complex mental health and behavioural needs. The team is currently comprised of both Psychiatry and Clinical Psychology.</p> <p>How STAY fits within SCAN:</p> <ul style="list-style-type: none"> • The child will receive input from the SCAN team but at a more intensive level (thus it has been agreed that they should receive support via the STAY framework). • The child will remain open to the SCAN team and will have access to SCAN Psychology and Psychiatry. • The treatment received will differ mainly in the level of intensity offered as currently the work offered via SCAN is within a PBS framework. 		<p>The whole ethos of the STAY project is to identify young people who are at risk of the family breakdown and no longer being able to stay within the home or who are at risk of hospital admittance. The aim of intensive package of support a pupil and family receive from school, SCAN & Cheviots social services is to prevent a child going into residential care or having a hospital stay.</p>	
Activity Tasks	Responsibility/ timescale	Resources & Training needs	Monitoring/ evaluation
<p>Referral criteria for STAY:</p> <ol style="list-style-type: none"> 1. Intervention required at a more intensive level than is currently being offered. All other support, treatment etc should have been tried first. 2. The child should already be known to SCAN other than in exceptional circumstances. 3. Already receiving support through Cheviots. 4. Has an allocated social worker though the young person should not currently be subject to a child protection plan. 5. No acute mental health difficulties that require inpatient admission or intensive psychiatric input. 6. Home/family situation is at risk of breaking down in the near future. 7. Family, school and carers are willing to engage in addressing the behaviour and committed to implementing a PBS plan across services. <p>Scheduled meetings:</p> <ol style="list-style-type: none"> 1. Referrals to be discussed at monthly referral meetings held jointly with social care. It is 	<p>Rachel/Steve to work with the STAY team</p>	<p>Monthly meetings</p>	<p>ongoing</p>

<p>encouraged that potential referrals are discussed with Clinical Psychologist in advance of monthly meetings.</p> <p>2. In addition it may be helpful to have scheduled STAY project meetings to consider the project and its development, that would involve all stakeholders.</p>			
<p>Step 1: Preparing family and network</p> <ol style="list-style-type: none"> 1. Family invited for initial appointment with Clinical Psychologist to discuss STAY project and think with them about whether they are engaged with the project. 2. Network meeting with family and all professionals involved <ul style="list-style-type: none"> • Address any immediate risk issues • Think about everyone's current role and plan for way forward • Start to think about goals and hopes for all involved • Administer pre treatment outcome measures <p>Step 2: Assessment (approximately 6-8 weeks) (Comprehensive history should already have been gathered when the child was referred to SCAN, if not this should be completed). Functional assessment of behaviour including:</p> <ol style="list-style-type: none"> 1. Observations of young person across all environments (home, school, short breaks), identify range of challenging behaviours <p>Gather information from all involved in the young person's care, e.g. family, school, carers (e.g. interview, checklists, rating scales)</p> <p>Step 3: Formulation Clinical psychologist develops formulation to help family and staff understand the challenging behaviour (shared through network training sessions).</p>	<p>Rachel/Steve to work with the STAY team</p>	<p>Monthly meetings</p>	<p>ongoing</p>
<p>Step 4: Intervention (developed according to formulation)</p> <p>A: Development of positive behaviour support plan</p> <ul style="list-style-type: none"> • Regular network training sessions (e.g. every few weeks initially). Also to deliver any psycho education e.g about anxiety <p>B: Additional short breaks</p> <ul style="list-style-type: none"> • Short breaks staff to be offered on-going training and consultation from clinical psychologist <p>C: Psychological intervention</p> <ul style="list-style-type: none"> • Therapeutic support for the family • Support offered to other professionals and support staff (e.g. making use of systemic framework) • Individual work with young person if appropriate (e.g. adapted CBT) 	<p>Rachel/Steve to work with the STAY team</p>	<p>Monthly meetings</p>	<p>ongoing</p>

QUALITY OF HEALTH & SAFETY: Quiet Rooms	
CURRENT POSITION	EXPECTED OUTCOME FOR PUPILS
<p>Following the Whitefield OFSTED report which resulted in the school being identified as inadequate due to the poor use of Quiet Rooms we we have taken actions to ensure that the use of quiet rooms at Durants is compliant with the law. We have consulted both the LA legal team and Bill Thorpe at APPROACH regarding this issue and that advice so far has been conflicting. t we have also commissioned a Barrister to advise us more thoroughly on this matter.</p> <p>Policies, procedures & protocol have been developed and this includes a Crisis Management plan to ensure that any restrictive practices are reasonable and appropriate. There is also a clear recording sheet for any incidents that take place. This data is then analysed at a half termly safeguarding meeting. Positive Behaviour support plans have been updated in line with this policy. In line with the Guidance we only use the quiet room (a) for very limited periods of time, (b) in exceptional circumstances, (c) as a last resort, (d) where there is a compelling rationale (e.g. the health, safety and welfare to the pupil concerned, or others, including staff) which (e) is clearly and comprehensively evidenced in a reasoned paper trail, and which (f) is transparent in the sense of being in line with a published policy and established behaviour management techniques, and is familiar to parents, whose consent is required for the use of the room.</p> <p>Whole staff have been briefed on this situation and have kept up to date to ensure that practice in the school is safe and appropriate.</p>	<p>To ensure pupils are safe</p>

Activity Tasks	Responsibility/ timescale	Resources & Training needs	Monitoring/ evaluation
<p>Quiet room policy & protocols including Sanctioning Form for restrictive practice guidelines on how to write these.</p>	<p>Rachel/Steve Monitoring half termly</p>	<p>After school training</p>	<p>Half termly</p>
<p>Behaviour management plans updated to include the <i>paragraph In the event of a behaviour that may present a risk to himself /peers or staff In this situation pupil will have access to a quiet room. This will be supervised and monitored at all times by a member of staff. Pupil will be supported in the quiet room until he is ready to re-join his peers. This will be for the shortest possible time. Pupil will only be prevented from leaving the quiet room if staff (including a senior member of staff) judge that his behaviour is likely to lead to a physical risk to himself or others. This will be only as a last resort and in exceptional circumstances.</i> Steve/Rachel to ensure positive behaviour plans are in line with new policy.</p>	<p>Rachel/Steve Monitoring half termly</p>	<p>After school training</p>	<p>Half termly</p>
<p>Crisis management plans have been written and now need to be embedded in practice. Data recording sheets in relation to the use of the quiet rooms are in place and will be analysed after each incident and monitored on a half termly basis.</p>	<p>Rachel/Steve Monitoring half termly</p>	<p>Ongoing training</p>	<p>ongoing</p>
<p>All staff to have refresher Approach training to include brace off technique. All new staff trained in Approach training. Dan & Rachel to attend Approach trainers refresher training</p>	<p>Rachel/Dan/Steve Rachel/Dan (2nd November 2017)</p>	<p>Autumn term</p>	<p>ongoing</p>

QUALITY OF LEADERSHIP Minchenden Developments			
CURRENT POSITION		EXPECTED OUTCOME FOR PUPILS	
The school has been working with the Local Authority to develop further autism provision at Minchenden. So far this has been slow and a firm decision for the project is still awaited.		This is a long term project but when complete it is intended that all pupils with autism will be offered a place within an Enfield school rather than having to travel.	
Activity Tasks	Responsibility/ timescale	Resources & Training needs	Monitoring/ evaluation
<p>To work with the Local Authority to ensure the project is completed on time by having regular meetings to review progress and make decisions on any matters that arise</p> <p>To ensure all the new IT and resources are planned for and ordered</p>	<p>Peter – All year</p> <p>Peter/Karly - ongoing</p>		Governors
To ensure all stakeholders are involved and updated as appropriate to ensure the project moves forward smoothly and collaboratively. This includes pupils, parents and staff.	Peter and Neil Best		Governors

QUALITY OF LEADERSHIP: Minchenden Transition Planning			
CURRENT POSITION		EXPECTED OUTCOME FOR PUPILS	
Currently there is quite a lot of anxiety amongst some staff due to the changes being planned. A careful and thoughtful transition programme is essential to support the move for all stakeholders.		That the new building is completed and a transition programme is put in place that enables the new building to be used effectively by the pupils.	
Activity Tasks	Responsibility/ timescale	Resources & Training needs	Monitoring/ evaluation
<p>Peter and Karly to work effectively with staff to address any issues to facilitate staff buy in and support with the project.</p> <p>To set out a clear timetable and programme for how the building will be fitted out and then pupils and staff will be able to make effective transitions during the autumn term 2018.</p>	<p>Peter – Autumn term 2017</p> <p>Peter - Easter 2018</p>		Governors
<p>To work with parents to ensure they have up to date information about the project and that they feel secure in the new arrangements.</p> <p>To arrange for parents to visit the site when appropriate.</p>	Peter and Neil Best - Ongoing		Governors
<p>To work with the transport department to ensure they are aware of the changes going forward and that a clear plan is in place to enable a smooth transition for the transport services. This will need to be in place by Summer 2018.</p>	Peter and Rachel – Summer 2018		Governors

QUALITY OF LEADERSHIP: Durants Site Refurbishment			
CURRENT POSITION		EXPECTED OUTCOME FOR PUPILS	
The ESFA are currently in the planning stage of redeveloping the old building on the Durants site. It will be a refurbishment rather than a redevelopment and at this point it is unclear what the scope of this work will be.		By the end of the project the building will be more up to date and efficient and a better learning environment in which our pupils can work.	
Activity Tasks	Responsibility/ timescale	Resources & Training needs	Monitoring/ evaluation
Work with the EFSA/Arcadis to determine and agree the scope for the works	Peter/Karly – Autumn term		Governors
Agree the timescale and logistics for how and when the work will take place	Peter/Karly – Autumn term		Governors
Agree the programme for how the building will be handed over for the work to be done	Peter/Karly – Autumn term		Governors

DEPARTMENT PRIORITIES: Lower			
CURRENT POSITION		EXPECTED OUTCOME FOR PUPILS	
<p>A programme of study was written for each curriculum area. A new 3-year long term plan was written for the lower department. The schemes of work have been written for year 1 of the cycle.</p> <p>Termly progress meetings take place with the Head of Department and Senior Leaders.</p>		<p>Pupils to have the opportunities to explore and have access to a broad and balanced curriculum in line with the new national framework, relevant to their needs and interests.</p> <p>Individual progress meetings will ensure that pupil progress will be monitored more frequently and any issues dealt with more efficiently, and where necessary support to be put into place.</p>	
Activity Tasks	Responsibility/ timescale	Resources & Training needs	Monitoring/ evaluation
To implement cycle 1 with the new written Schemes of Work – evaluate and amend as necessary. To build up a bank of resources to support the teaching of new topics.	Daniela – Summer Term	Regular meetings with class teachers for feedback and resource sharing.	Termly
To complete the schemes of work for the 2 nd and 3 rd cycles of the Lower Department Long Term Plans	Daniela & Class Teachers – Summer Term	Time	Termly
To develop and implement a progress meeting proforma to monitor pupil progress within the department. I Can Statements, behaviour, sensory needs, therapy input and other factors will be addressed in individual meetings with class teachers to identify targeted areas of support, and to inform termly progress meetings with Senior Leaders.	Daniela & Class Teachers – Summer Term	Time Meetings with class teachers	Termly

DEPARTMENT PRIORITIES: Middle			
CURRENT POSITION	EXPECTED OUTCOME FOR PUPILS		
<p>A programme of study has been written for each curriculum area to help support the teacher's delivery of lessons. A new two year cycle has been created for the Middle Depart with the schemes of work completed for the first year.</p> <p>Pupil progress meetings to take place termly with teachers and then findings to be reported to SLT.</p> <p>Teachers now currently using the new 'I Can' statements to assess pupil performance for core subjects. ASDAN pupil performance beginning to be monitored via new assessment sheet. AET assessment training to take place so extra-curricular subjects are monitored and assessed more effectively.</p>	<p>The new programme of study should ensure that pupils have access to a broad and balanced curriculum tailored to their individual needs in line with the new national framework.</p> <p>Individual meetings with teachers will take place termly monitoring pupil performance. This will ensure that pupils are being provided with correct challenge to increase learning, but also highlight where more support might be needed.</p> <p>A more informed assessment allowing teachers to apply more effective outcomes/targets for pupils in both core and foundation subjects. AET will help raise importance of extra- curricular activities and support pupils in moving on to their next goal.</p>		
Activity Tasks	Responsibility/ timescale	Resources & Training needs	Monitoring/ evaluation
To implement cycle 1 of the new written schemes of work. Monitor and evaluate effectiveness and amend if necessary. Complete cycle 2 with support of teachers so it's in place for the next academic year.	John + Class Teachers Summer 2018	Time Meetings with class teachers	Termly
To have termly progress meeting with class teachers highlighting pupil performance. Teacher's to share I can information, monitoring of work, IEP's, behaviour and therapy support. All factors to be discussed and information to be shared with SLT.	John/Class Teachers/SLT Summer 18	Time Cover (for teachers)	Termly
Teachers to record assessment for all topics on the 'I Can' statements. Share framework with all class teachers in department. Teacher's to begin to record pupil performance using new AET assessment sheets.	John + Class Teachers Summer 2018	AET training Assessment sheets Teacher meetings	Termly

DEPARTMENT PRIORITIES: Upper			
CURRENT POSITION		EXPECTED OUTCOME FOR PUPILS	
<p>All students have achieved targeted AQA Units in 2016-17.</p> <p>Almost all leavers in 2017 succeeded in appropriate transition to new placements.</p> <p>Almost all students have participated in enterprise activities.</p>		<p>To have an increase of at least 10% in AQA Units achieved.</p> <p>For all leavers to identify an appropriate placement after Durants and participate in a transition programme, subject to circumstances beyond our control</p> <p>For all students to fully engage in enterprise activities and where possible develop employment skills and opportunities for those students who will benefit from such possibilities</p>	
Activity Tasks	Responsibility/ timescale	Resources & Training needs	Monitoring/ evaluation
<p>To continue to develop horticulture skills and opportunities with targeted students in Bronze, Gold + Coral classes, through Jack Petchey funding, led by Sandra Piacentini (TA in Bronze class).</p> <p>Access to Enterprise through selling goods made at Enfield Market five times throughout 2017-18</p> <p>Taking part in the 'Know your Onions' project to include visits from horticulturists, chefs and a market garden visit (schoolfoodmatters.org)</p>	F. Sutherland / S. Piacentini/ Class teachers in Bronze, Gold + Coral	F. Sutherland to send in application to Jack Petchey for funding; attend meetings for Know your Onions; make arrangements with Enfield market traders	Termly
<p>Trial incorporating IEPs and EHCP outcomes throughout the department to have an impact on how students' EHCP outcomes can be best monitored over time and successfully achieved</p> <p>Explore using Excel for administration of 'Pathways to Independence'</p>	F. Sutherland + all class teachers	Attend updates on management and protocols of EHCP where necessary	Termly
<p>To monitor how all students are achieving through their AQA targets, behaviour and sensory needs, with regular meetings with class teachers to identify targeted areas of support, where necessary to inform termly progress meetings with Senior Leaders</p>	F. Sutherland + all class teachers	Spreadsheet of individual targets/ behavioural / medical / attendance issues for use by class teachers	Termly
<p>For all leavers to identify an appropriate placement after Durants and participate in a transition programme, where appropriate</p>	F. Sutherland / Care Coordinators / Providers	Up-to-date record of care Coordinators/ Social workers for students + providers for post 19 Individual transition meetings	Weekly as necessary

DEPARTMENT PRIORITIES: ARP			
CURRENT POSITION		EXPECTED OUTCOME FOR PUPILS	
<p>In 2017-18 the ARP expanded to include a second class, allowing for separate key stage progression. The ARP now has KS3 and KS4 designated classes each with 7 students on roll and 2 additional students from Winchmore A new curriculum has been devised for KS3 and KS4. KS3 have a 3 year rolling programme developed using both Durants and Winchmore curriculum elements to support learning and development for those able to integrate into Winchmore mainstream lessons. They also have the opportunity to receive AQA Unit awards relative to their interests and learning as well as internal certification through the ASDAN transition challenge programme.</p> <p>KS4 have a new two year curriculum cycle focusing on Entry level certificates in English, maths and science as well as AQA unit awards for other curriculum areas. The curriculum is broad, balanced and differentiated to pupil's age, need and ability.</p> <p>The establishment of the ARP as a department has developed to include enhanced collaborate working with Winchmore. Winchmore is in the process of setting up their own provision for those unable to achieve their potential in a traditional mainstream class which will work in partnership with the ARP</p>		<p>Pupils to have the opportunities to receive a broad and balanced curriculum with the overall view of gaining a range of qualifications appropriate to their age, need and ability. Students are able to achieve accreditation in ASDAN, AQA unit awards, Entry level certificates and functional skills.</p> <p>For pupils to make sustained progress over time.</p>	
Activity Tasks	Responsibility/ timescale	Resources & Training needs	Monitoring/ evaluation
To review the current KS3 and KS4 ARP curriculum and monitor its effectiveness in practice and related progress for pupils in line with the new assessment system	Jamie Sym Agnes Termly 2017/ 18	Enhanced training on the new assessment system (I can) and CASPA	
Promote the work of the ARP within the community and enhance the secondary transfer opportunities for children with autism within the borough.	Jamie Spring 2018	SENCO network meetings Network with other schools/ provisions	
To develop a provision for post 16 students with autism spectrum disorder to ensure continuation of educational placement and progress within the ARP and other students with ASD within the borough	Jamie Peter Jim Owens Winchmore SENCO Spring 2018	Arranged meetings between Durants and Winchmore SLT. Application for funding and arrangements to local authority	

