**Summary of SDP Actions**

**QUALITY OF EDUCATION – LEAD Sarah Delaney (Maintain the quality of education within the school as Outstanding)**

* To develop links with employers to expand our provision for external work experience and employer encounters.
* To further develop the use of Evidence for Learning across the school with a particular focus on parental engagement & assessment.
* To ensure that the whole school Curriculum is fit for purpose, relevant, exciting, engaging and provides appropriate challenge
* To review the Assessment Systems used across school to ensure they give an accurate picture of progress at Green Lane & how that compares with like schools.
* To review the moderation process to Quality Assure all judgements across school.
* To secure external accreditation which quality assures our practice, further enhances our credibility and provides recognition.
* To extend learning beyond the school day through the involvement of Parents.

**LEADERSHIP AND MANAGEMENT – LEAD Jo Mullineux & Sarah Delaney (Maintain the quality of leadership and management within the school as Outstanding)**

* To continue to support staff & Pupils well-being and mental health.
* To develop a CPD Programme for Internal and External delivery.
* To further develop collaborative working with other Special Schools, working grps to enhance School Improvement.
* To ensure Leadership at all levels remains outstanding
* To ensure the school has the capacity to further support SEND Pupils across Warrington.
* To ensure Safeguarding remains high profile and high standards are maintained
* To ensure Governance remains outstanding
* To ensure staffing remains stable and reflects the needs of the school.
* To continue to offer the appropriate staff the opportunity to attain National Professional Qualifications

**PERSONAL DEVELOPMENT – LEAD Sarah Delaney and Michael Gaskell (Maintain the quality of personal development within the school as Outstanding)**

* To ensure that pupils’ understand the fundamental British values; democracy, individual liberty, the rule of law, mutual respect and tolerance.
* To motivate and inspire pupils.
* For pupils to consider reflect on and make improvements to their behaviour.
* To further develop age-appropriate focused learning opportunities around healthy relationships.
* To provide an inclusive environment for all pupils.
* For pupils to understand what makes people unique and celebrate this.
* For pupils to make informed choices about their future.
* For transitions across school and to key stage 5 to be successful positive experiences.

**BEHAVIOUR AND ATTITUDES - LEAD – Michael Gaskell/Joanna Capewell (Maintain the behaviour and attitudes within the school as Outstanding)**

* To implement and embed the behaviour curriculum.
* To capture positive behaviour data through updated systems and pupil voice.
* To continue to track and analyse behaviour data to inform positive behaviour support.
* To continue to improve overall school attendance to 95% and above.
* To implement and enhance restorative and relational practices in the classroom.
* To enhance staff CPD and skills on supporting and teaching positive behaviour.

**EARLY YEARS – LEAD – Sarah Van Rooy(Maintain the quality of early years education within the school as Outstanding)**

* To further develop our play-based approach.
* To develop a link with another EYFS SEND provision.
* To further develop parental engagement.
* To further enrich the curriculum.

**AUTISM PROVISION – LEAD Joanna Capewell/Michael Gaskell (Maintain the quality of Autism provision within the school as Outstanding)**

* To continue to embed the SCERTS offer across the whole school
* To complete NAS reaccreditation including application for Beacon status
* To continue to develop and monitor our whole school autism practice to ensure it remains outstanding
* To continue to develop and review our outstanding OT offer at Green Lane.
* To deliver and review our autism training offer both internally and externally

**6TH FORM PROVISION –LEAD Louise Mesham & Bridgeen Whittle**

**QUALITY OF EDUCATION –Louise Messham**

* Embed a formal systematic moderation process for accreditation files with robust moderation procedures.
* Embed the new curriculum offer with a focus on quality first teaching.
* Develop planning documentation to reflect curriculum changes and enhance the teaching opportunities for students within college.
* Further develop Work Related Learning opportunities outside of the college for all students, who can access the community safely.
* Further develop reading skills across the college – improve students’ decoding skills and improve fluency for those who read.

**LEADERSHIP AND MANAGEMENT –Louise Messham/Bridgeen Whittle**

* Develop a clear and effective Post 19 transition package to ensure student are well placed to have a positive start to their Post 19 pathway.
* Further develop transition opportunities for KS4 pupils into college that coordinates and compliments the work and engagement of Green Lane and Fox Wood Schools.
* Extend the development of, and engagement with, college parents through the engagement group to achieve the Leading Parent Partnership Award (LPPA).
* Develop the use of EFL to improve parental engagement and understanding.
* Extend the induction schedule to ensure that staff have access to read key documents and prior knowledge of information such as Gate Codes, CPOMS, Beh Watch and other H&S information.

**PERSONAL DEVELOPMENT – Bridgeen Whittle, Laura Bell**

* Improve personal independence through a broad and balanced Personal Development/PFA curriculum with explicit teaching in RSE, self-care, safety and community
* Develop independent travel skills for students who could successfully move on to use public transport.
* Develop social communication across college so that students of varying levels of speech and communication are able to socialise together.

**BEHAVIOUR AND ATTITUDES – Lead Bridgeen Whittle**

* To introduce specific emotional literacy development to increase understanding of trauma informed practice and translate this into classroom practice.
* Increase use of student voice to facilitate meaningful opportunities for students to make choices and decisions relating to learning opportunities, social opportunities and college wide developments focussing on implementing class and whole college routines and systems.
* Increase opportunities for students and staff to look after their wellbeing by providing regular opportunities for self-reflection.
* To enhance staff CPD in specialist areas to support positive behaviour and develop skills and knowledge of Teaching Assistants to enable them to support students with research-based practice.

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| **Quality of Education –Sarah Delaney/Jo Mullineux/Joanna Capewell** | | | | | | |
| **Objective 1** | **How** | **Time span** | **Led by** | **Monitored by** | **Cost** | **Success criteria/Impact** |
| To develop links with employers to expand our provision for external work experience and employer encounters. | * Continue engagement with The Pledge * Reach out to existing stakeholders to develop new links * Develop links through Governors * Job Coach training for key staff * Networking * Share successes on social media and contact details for any potential employers willing to support placements | From Autumn 2024 | AJ | SD | Training  Staff  Hospitality | Where appropriate, all learners in Key Stage 4 will access a meaningful external work placement.  All learners in Key Stage 3 and 4 will access an employer encounters per Key Stage. |
| **Objective 2** | **How** | **Time span** | **Led by** | **Monitored by** | **Cost** | **Success criteria/Impact** |
| To further develop the use of Evidence for Learning across the school with a particular focus on parental engagement & assessment. | * To communicate and support parents to access the Evidence for Learning Family App. * Gain Parental feedback for EFL * Loom video to be produced to improve Parental confidence and knowledge * Attendance at Local Network meeting with other schools * EFL Team to be created to meet fortnightly * To provide more evidence for parents of pupils in KS3 and 4. * Assessment books to be created to support assessment frameworks on EFL (SCERTS/Foundation Subjects) * Training to be provided for staff on the use of assessment books | Ongoing  Aut Term  Aut Term  Ongoing  Aut Term  Aut Term  Aut Term  Aut Term | DT  DT  DT  DT  DT  DT  DT  DT | SD  SD  SD  SD  SD  SD  SD  SD | Communication costs  Time  Time  Time  Time and supply cover costs | * The collection of evidence of pupil progress will be more efficient, effective & robust with a reduction in staff workload & time & a more meaningful and effective method of reporting to stakeholders.   Teachers and parents/carers are  able to work together more effectively in supporting pupils.  All stakeholders can celebrate pupil achievement and progress at school, home and in the community.  An increasing number of parents/carers upload their own evidence of their child applying skills in practical contexts and generalising it everyday life.  Teachers model what parents can do to support their learning at home, using strategies that are specific to their child.  Teachers and TAs have an enhanced knowledge of the assessment books and how to complete on EFL  Soft data and pupil interventions will be captured and show small steps of progress over time |
| **Objective 3** | **How** | **Time span** | **Led by** | **Monitored by** | **Cost** | **Success criteria/Impact** |
| To ensure that the whole school Curriculum is fit for purpose, relevant, exciting, engaging and provides appropriate challenge | * Music – New Teacher with links to musical events such as ‘Young Voices’ * Mapping out Trips & Visits/residentials in line with curriculum plans * New Pathways Curric Model * Subject Leader Work (Pupil Voice, Networking with other Special Schools) * Purposeful interventions (English, Maths and any other areas identified as required) * Formalise the schemes of work used for each subject in line with pathways * To further develop documents showing the progression of skills across specific subjects/pathways * Ensure that our pupils that are closest to age related expectations, have opportunities to close the gap between themselves and peers in mainstream settings – Work in partnership with local mainstream schools * Enhance our PE and outdoor learning provision * EYFS zoned areas for continuous provision both indoors and outdoors (including staff CPD) * Embed Skills Builder from KS3 | Aut Term  Aut Term  Aut Term  Termly  Termly – Timetable devised Aut Term and updated in spring and summer following Headline Data  Termly  2024-2025  Spring Term  Aut/Spring Terms  Termly  Termly  Autumn + ongoing  Autumn | MH  SD  SD  SD  SD/LB  SD/LB/AJ  VR  LO/SVR  AJ/JS | SD  JM  JM  JM  JM  JM  SD  SD/JC  SD | Salary  Time  Time  Time, travel costs  Salary, time  Time, travel costs  Resources, time  Subscription costs, time | Pupils will embrace and enjoy additional opportunities for learning through trips and visits  Subject Leaders will ensure that teaching and learning in their subject area is in line with the NC and that learning sequences have a clear intent, implementation and impact on individual learners  Links with other local SEND schools  Further opportunities to network and share good practice  Opportunities to benchmark and moderate externally with similar settings  Interventions will support pupils identified as underperforming or those who are gifted and talented to strive further  One KS4 pupil (IH) to have access to GCSE maths lessons at Birchwood High (with potential to extend to GCSE English)  Pupils will be actively involved in competitive sporting events both in and outside of school hours  Develop further links with Warrington Wolves and other sports coaches across Warrington  EYFS zones will provide a range of stimuli in which pupils will gain invaluable learning and play skills in line with the EYFS curriculum  Pupils will begin to consider their future beyond school and devise a plan to achieve their goals with the support of staff and external agencies |
| **Objective 4** | **How** | **Time span** | **Led by** | **Monitored by** | **Cost** | **Success criteria/Impact** |
| * To review the Assessment Systems used across school to ensure they give an accurate picture of progress at Green Lane & how that compares with like schools. | * Science Curric & Assessment * EYFS Assessment - Link to Pathways (Training for Staff) * Engagement Steps Implementation * Steps for Life Implementation * Soft Data importance * Intervention Plans * Benchmarking against like schools (NWSCAP) * EFL –Assessment Books | Spring Term  Aut Term  Aut Term  Aut Term  Aut Term  Aut Term  Aut Term | HW  SVR/JC  JC/MG  AJ  SVR, JC, KJW, AJ | SD  SD  SD  SD  SD | Time, subscriptions  Time, training costs  Time, subscriptions  EfL subscription | Relevant pupils to be baselined on Engagement Steps so smaller steps of progress can be captured summatively as well as by using ‘soft data’  Key Stage 4 pupils to be baselined on an assessment system that will focus more upon life skills so they are better equipped when it comes to moving to further education |
| **Objective 5** | **How** | **Time span** | **Led by** | **Monitored by** | **Cost** | **Success criteria/Impact** |
| * To review the moderation process to Quality Assure all judgements across school. | * Weds night Meeting Slots (including Pathway moderation and Key Stage moderation) * Subject Specific Moderation * External Moderation Groups inc. NWSCAT * Links with other schools | Termly  Termly  Termly  Termly | SVR, JC, KJW, AJ  Subject Leads  SD | SD  SD  JM | Time  Time  Time | A clear, focused and purposeful timetable of training and moderation  Moderation can be tailored to areas of concern following learning walks, book scrutinies, assessments  Staff have the opportunity to share good practice  Staff are confident in their judgements  Where discrepancies are identified targeted support will be put in place to support individual teachers to make accurate judgements  Potential staff underperformance can be identified, and support put in place, e.g. coaching, peer: peer support  Further opportunities for staff CPD  Further opportunities to develop and share outstanding practice beyond school |
| **Objective 6** | **How** | **Time span** | **Led by** | **Monitored by** | **Cost** | **Success criteria/Impact** |
| To secure external accreditation which quality assures our practice, further enhances our credibility and provides recognition | * Artsmark – Working towards gold * Schools Game Mark * Basic Skills Quality Mark * Skills Builder (Bronze) | Aut Term  Summer Term  TBC  Summer Term | LS  VR  LB/KJW  AJ/JS | SD  SD  SD  SD | Time  Time, coaching coats  Time | All current accreditations will be reaccredited with the same or higher award  Artsmark will be awarded – Gold Award  Working towards Silver Award |
| **Objective 7** | **How** | **Time span** | **Led by** | **Monitored by** | **Cost** | **Success criteria/Impact** |
| * To extend learning beyond the school day through the involvement of Parents | * Homework protocol revised * Parent focussed workshops (Phonics, Maths, SCERTS) | Spring Term  Aut Term – timetable  Delivered termly | SVR, JC, KJW, AJ  KJW, LB, SB, JC, MG | SD  SD | Subscription, time  Time, external visitors | Progressive homework policy across school which supports pupils learning at home  Pupils and parents will understand the importance of homework and ensure that it is completed  Parents will have a deeper understanding of phonics, maths strategies and SCERTS  Stronger home/school partnerships |

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| **Leadership and Management – Jo Mullineux/Sarah Delaney/Joanna Capewell** | | | | | | |
| **Objective 1** | **How** | **Time span** | **Led by** | **Monitored by** | **Cost** | **Success criteria/Impact** |
| To continue to support staff & Pupils well-being and mental health. | * Prioritise staff mental health * Give staff the support they need to take responsibility for their own and other people’s wellbeing * Give managers access to the tools and resources they need to support the wellbeing of those they line manage * Give staff a voice in decision-making * Drive down unnecessary workload * Champion flexible working and diversity * Create a good behaviour culture * Support staff to progress in their careers * Include a sub-strategy for protecting leader wellbeing and mental health * Hold ourselves accountable, including by measuring staff wellbeing. * All staff to receive updated training on mental health to develop a common approach and language. Training to include how emotional literacy, mental health, behaviour and Adverse Childhood Experiences all link * Review the Mental Health Team (MHT) to support the delivery of the strategic action plan. * Pupils to receive planned and regular assemblies on mental health awareness and well-being activities * Ensure that displays and noticeboards reflect the school’s mental health approach and offer of how the school promotes and supports mental health. * Update display for staff and pupils on where to access help and guidance both in school and out of school. * Create a whole school approach, using a Pyramid of Need type approach which aligns resources and assets to support escalating difficulties. * Create a screening process in order to develop a vulnerability map to monitor and support pupils. * Trends from worries/concerns to be inserted into assembly planning and PSHE curriculum, circle time. * Ensure that staff are aware of the processes and procedures for referral and accessing targeted support * To look at ways of reducing workload. * Create a staff well-being and workload policy which is co-produced with staff and based on staff questionnaires and feedback. * Update & review information and support for parents around MH and Wellbeing via the school website * Create timetable of workshops for parents and carers * Pupils are asked about and involved in the development of curriculum and school systems relating to mental health * All pupil’s receive feedback on the actions taken as a result of questionnaires and pupil voice activities. * Pupil wellbeing surveys to be revised to ensure fit for purpose, meaningful and accessible. * Pupil Surveys to be completed where relevant and results analyses and shared. * Staff wellbeing surveys to be revised to ensure fit for purpose, meaningful and accessible. * Staff Surveys to be completed where relevant and results analyses and shared. * Staff to implement Check in , check up, check out within classes. | Ongoing  Ongoing  Ongoing  Ongoing  Ongoing  Ongoing  Ongoing  Ongoing  Aut Term  Ongoing  Autumn/Spring 24  Autumn Term  Weekly  Ongoing  Aut Term  Aut Term  Aut Term  Ongoing  Ongoing  Aut Term  Aut/Spr Term  Termly  Aut Term  Termly  Termly  Termly  Termly  Termly  Termly  Termly | SD/NS  SD/NS  All SLT (Performance Managers)  SD/JC  SD/JC  JM/SD/JC  MG  All SLT (Performance Managers)  JM  JM/SD/NS  SD/NS  SD/NS  JM/SD/JC  SD/JC/NS  NS/CD/LW  SD/NS  NS/CD/LW  JM/SD/JC  SD  SD  SD/NS  SD/NS  JC/MG  JC (School Council)  JC (School Council)  NS/MG  NS/MG  JC  JC  MG | JM  JM  JM  JM  JM  JM  JM  JM  JM  JM  JM  JM  JM  SD  JM  JM/SD  JM  JM  JM  JM  JM  SD  SD  SD  JM  JM  JM  JM  JM | Time  Time, OH Services, counselling  Time, OH Services, counselling, CPD training  Time  Time  Time, cover costs  Time  Time  Time, CPD materials  Time  Time, external visitors  Time  Time  Time  Time  Time  Time, external support costs  Time  Time  Time  Time, course materials  Time  Time  Time | GLS has a commitment to the mental health and wellbeing of all staff.  All staff understanding the importance of wellbeing and everyone’s roles and responsibilities, including their own.  All staff feel valued and that their wellbeing and mental health matters.  Staff can articulate what resilience and mental health is and will use the understanding to spot the signs of mental health difficulties and know how to deal with it.  The team delivers a full mental health offer that supports staff and pupil wellbeing.  Pupils complete weekly wellbeing activities delivered through assemblies.  Good work is displayed throughout the school. Wellbeing supported through physical environment.  Staff and pupils are aware of where they can support or advice.  Lessons are taught with up to date, current knowledge relevant to school context.  Pyramid of need created, mapping out the various interventions needed at each stage.  Screening tool will inform the pyramid of need. Interventions are mapped to vulnerable children who require support  CPOMS records will show action is being taken to address emotional needs.  Support from prevention activities is tracked and monitored every half termly  SMHL has an improved understanding of local MH services and begun to develop a relationship with local providers  Staff respond quickly to MH concerns so that timely support is put in place.  Staff talk about improved workload and the actions which have been taken  Staff speak positively about improvements in work related well-being and the actions taken from SLT to improve this.  Parents can articulate a greater understanding of the school’s approach to mental health and well-being  Better MH outcomes for families and the community  Pupils and staff have a good understanding of the challenges and subsequent actions which have been taken.  Greater awareness of well-being and mental health at school council level  Improved openness of pupils sharing mental health difficulties. |
| **Objective 2** | **How** | **Time span** | **Led by** | **Monitored by** | **Cost** | **Success criteria/Impact** |
| To develop a CPD Programme for Internal and External delivery. | * Audit staff CPD needs – Microsoft Forms * Subject leaders to identify subject specific CPD needs based on monitoring analysis * Internal training to be planned within Wednesday night schedule * Parental feedback used to create a training timetable for parents * Parent training events to be shared via pupils and social media * Evaluate course attendance and feedback from last year * Liaise with staff who have delivered external training previously to update/relevant our external CPD offer * Share finalised CPD brochure externally | Aut Term  Aut Term  Aut Term  Aut Term  Aut Term  Aut Term  Aut Term | SD  SD  SD  JC/MG  SD/JC/MG/GS/JM  SD  SD/MW | JM  JM  JM  SD  SD  JM  JM | Time, training costs  Time, training costs  Time | Staff CPD needs identified individually and from subject leaders.  Subject/Curriculum Lead CPD needs identified and can be planned for with subject leader action plans.  Internal CPD planned for within the Wednesday night schedule.  A timetable of training for parents/carers to access across the year. Training is based on parental feedback. Timetable shared via pupils and on social media.  Staff delivering training will act on any feedback from last year.  Where courses did not receive as many bookings as in previous years, staff can look at re-vamping these to meet the audience's needs.  All external CPD will be updated and tailored to colleagues needs following feedback.  External CPD Brochure shared with other professionals and is available to view on the school website. |
| **Objective 3** | **How** | **Time span** | **Led by** | **Monitored by** | **Cost** | **Success criteria/Impact** |
| To further develop collaborative working with other Special Schools, working grps to enhance School Improvement. | * Oakwood –Subject Specialists, Music * NWSCAP * NW SSH * Unleashing Greatness | Oakwood – Autumn/Spring terms +revisit throughout the year  Meetings planned across the year | JM/SD  SD  JM  SD | JM  JM  JM | Time  Time, travel costs | Network of special/mainstream schools and subject leaders will work collaboratively to improve standards of teaching and learning.  Opportunity to externally moderate pupil work.  Opportunity to keep up to date with educational developments.  Continuing to develop outstanding practice across school and the local authority. |
| **Objective 4** | **How** | **Time span** | **Led by** | **Monitored by** | **Cost** | **Success criteria/Impact** |
| * To ensure Leadership remains outstanding | * Ensure that all Senior and Middle Leaders consider completion of the NPQs * SENCO to complete NPQSENCO Award * Time for Strategic Priorities to be planned * HT to consider training in Executive Leadership NPQEL * Governance – Govs Review, Audit of skills, Part of school, committee areas & Subject links, Training | Autumn Term  Register in Autumn Term | SD  LB  SD/JC | JM  JM  JM | Time, course funding available  Time | SENCO enrolled onto NPQ qualification (Best Practise is the provider) |
| **Objective 5** | **How** | **Time span** | **Led by** | **Monitored by** | **Cost** | **Success criteria/Impact** |
| To ensure the school has the capacity to further support SEND Pupils across Warrington. | * Continue to liaise with the LA * Hold QA meeting the SENCO re Placements * Upstairs development – Planning with LA architects | Ongoing  Weekly  Autumn Term and then ongoing throughout the year | JM  JM/LB/JC  JM | SLT  JM  JM | Time  Time  Time, planning costs, development costs including materials and labour | Green Lane will continue to be outward facing and offer projected pupil numbers and anticipated need in advance.  Regular meetings with the SENCO will further support the conversations with the LA regarding pupil placements now and in the future.  Green Lane and LA can work collaboratively to develop the space appropriately. This may include additional classrooms and a staff workspace. |
| **Objective 6** | **How** | **Time span** | **Led by** | **Monitored by** | **Cost** | **Success criteria/Impact** |
| To ensure Safeguarding remains high profile and high standards are maintained | * Ensure that staff are trained to identify safeguarding issues. * To ensure that policies and up to date and that staff are made aware of any changes. * Ensure that that staff are aware of school policy and processes related to safeguarding. * To ensure that visitors and supply staff are made aware of safeguarding procedures at a basic level. * Fortnightly safeguarding meetings. * To work in partnership with the local authority to tackle any concerns. * To reflect on and review policy and practice regularly. * Safeguarding team (particularly Family Support) are present across school and have positive relationships with pupils and staff. * Safeguarding posters are displayed around school. * Safeguarding message is on upper school assembly each week. * Lower school assembly includes a key message. | Autumn Term  Autumn Term  Autumn Term  Ongoing  Fortnightly throughout the year  Ongoing  Autumn Term  Ongoing termly  Autumn Term  Weekly  Weekly | NS  NS  NS  Office staff  JM/NS  JM/NS  NS  JM/MG/NS/CD/LW  Office  JM/SD/JC  JM/SD/JC | JM  JM  JM  NS/JM  JM  JM  JM  JM  NS/CD/LW  JM  JM | Time, training costs  Time, subscriptions  Time  Time, printing costs  Time  Time  Time  Time  Printing costs  Time  Time | Staff are up to date with safeguarding training including KCSIE and focused agendas.  School procedure is robust and staff are aware of policy and procedures across school  All visitors are made aware that Safeguarding is everybody’s responsibility and will take collective responsibility alongside staff and pupils  Supportive partnership to ensure pupil and staff welfare  Safeguarding is part of everyday life at Green Lane |
| **Objective 7** | **How** | **Time span** | **Led by** | **Monitored by** | **Cost** | **Success criteria/Impact** |
| To ensure Governance remains outstanding | * Recruit to position of Parent Governor * Consider Governance Review * Ensure all Govs have the appropriate training * Build in more time for Govs to come into school |  |  |  |  |  |
| **Objective 8** | **How** | **Time span** | **Led by** | **Monitored by** | **Cost** | **Success criteria/Impact** |
| To ensure staffing remains stable and reflects the needs of the school. |  |  |  |  |  |  |
| **Objective 9** | **How** | **Time span** | **Led by** | **Monitored by** | **Cost** | **Success criteria/Impact** |
| To continue to offer the appropriate staff the opportunity to attain National Professional Qualifications | * As part of their PM reviews staff will, where appropriate, be encouraged to seek further professional leadership training. * Staff to agree a school based mentor and agree focus of the project linked to school developments. * Staff to be supported with time and resources to complete project, where needed. | Over the year | JM | Governors | Supply costs for face to face days | We will have highly skilled staff that are willing and able to take on more leadership responsibilities.  Pupils benefit from staff with specialist skills and qualifications.  Staff benefit from working with staff with specialist skills and qualifications.  There are a range of staff with specialist skills that can offer support to pupils with SEND across Warrington. |

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| **Behaviour and Attitudes –Mike Gaskell/Joanna Capewell** | | | | | | |
| **Objective 1** | **How** | **Time span** | **Led by** | **Monitored by** | **Cost** | **Success criteria/Impact** |
| To implement and embed the behaviour curriculum. | Finalise and distribute behaviour curriculum to whole staff.  MG to share presentation on the behaviour curriculum.  Introduce specific zones of regulation work and lessons links within classes.  MG to monitor the implementation and impact through monitoring.  Create behaviour curriculum team.  SLT to role model behaviour curriculum principles, values to embed the ‘Green Lane Way’ to contribute to positive behaviour and attitudes support. | 24/25  24/25  24/25  Ongoing  24/25  24/25  Ongoing | MG | JM | Time  Resources | Staff will have a clear understanding of the GLS behaviour curriculum.  Clear culture, routines and systems will be evident throughout the school.  Pupils' behaviour and attitudes will be positively supported through consistent and supportive systems and supports.  Clear concepts will be recognised by staff, pupils and visitors throughout the school.  Impact will be identified through monitoring time.  Behaviour support team will build capacity and understanding of behaviour curriculum.  Staff will have support from more staff on behaviour and attitudes support linked to the behaviour curriculum.  Pupils' emotional literacy will be impacted positively through ZOR practices and focussed lessons. |
| **Objective 2** | **How** | **Time span** | **Led by** | **Monitored by** | **Cost** | **Success criteria/Impact** |
| To capture positive behaviour data through updated systems and pupil voice. | Identify a clear system of capturing data from weekly merits.  Analyse data from weekly merits.  Identify and introduce whole school behaviour tracking systems.  Carry out annual pupil voice through behaviour monitoring days. | Autumn 24  Ongoing  23/24  Ongoing | MG | JM | Time  Resources  Recording systems / subscriptions | Data available to analyse.  Positive data available to share with staff, parents, pupils and external visitors/professionals.  Clearer picture of both positive and negative behaviour.  Key values and concepts captured through positive behaviour support and tracking.  Positive pupil mental and health and well-being around behaviour in school through pupil voice.  Pupil voice captured on behaviour. |
| **Objective 3** | **How** | **Time span** | **Led by** | **Monitored by** | **Cost** | **Success criteria/Impact** |
| To continue to track and analyse behaviour data to inform positive behaviour support. | Behaviour Watch will continue to be used to record, capture and analyse behaviour data.  Analysis will be used to inform clear actions and plan for individuals, groups and classes, where appropriate.  Termly analysis will be created and shared.  Half termly key headlines will be created and shared.  Behaviour Lead to meet with key staff, following on from half and termly analysis and figures. | Ongoing  Ongoing | MG | JM | Time  Resources  Subscriptions | Real time notifications delivered on incidents to allow appropriate response and interventions to be put in place from SLT.  Trends and concerns identified quickly.  Pupils behaviour, attitudes, safety and welfare supporting effectively.  Staff will have clear understanding of trends and data of whole school and class behaviour.  Actions set within termly and half termly analysis will support positive behaviour support and will reduce the number of incidents.  Clear data headlines created for staff and external professionals. |
| **Objective 4** | **How** | **Time span** | **Led by** | **Monitored by** | **Cost** | **Success criteria/Impact** |
| To continue to improve overall school attendance to 95% and above. | Update and enhance attendance systems in line with new statutory guidance.  Share attendance vision with staff and pupils. Share vision with parents and carers through social media and the school website.  Update attendance policy in line with new statutory guidance.  Whole staff to complete EBSA training (chapter one as a minimum).  Attendance leads / team to complete inclusive attendance training / full EBSA training.  Create clear staff roles and responsibilities linked to attendance.  Staff to role model good attendance and attendance key skills (through behaviour curriculum).  Introduce positive attendance recognition through displays, positive communication and recognition.  Create a link governor for school attendance and offer accredited attendance governor training.  Improve communication with parents, specifically for pupils with 90% and above to highlight good attendance and to keep parents updated throughout the school year.  Update and train staff in inclusive attendance practices and systems.  Continue to liaise and work with WBC attendance team / link and meet every three weeks to discuss PA, SPA and overall attendance.  Create and implement clear attendance action and intervention plans based on supporting positive, inclusive and improved attendance.  Share regular attendance figures with staff.  Create clear data groups when tracking and capturing attendance figures.  Capture pupil and parent voice on attendance to promote positive relationships and understanding on outstanding, inclusive attendance.  Develop links / visit other schools with outstanding inclusive attendance systems to inform and improve GLS practices. | Autumn 24  Autumn 24  Autumn 24  Autumn 24  24/25  Autumn 24  Ongoing  Autumn 24 / Ongoing  24/25  24/25  Ongoing  Ongoing  Ongoing  Ongoing  Autumn 24  24/25  24-26 | MG / NS | JM | Resources  Time  Training costs | Attendance systems will be effective and in line with statutory requirements.  Staff CPD on attendance will be enhanced.  Clear attendance policy available, including systems, roles and responsibilities.  Attendance leads will enhance their attendance leadership practices through specialist CPD.  Enhanced attendance support for pupils and parents.  Early signs of EBSA recognised and supported accordingly.  School will have clear roles and responsibilities in place to support inclusive attendance and statutory guidance.  Recognition of attendance will be clear, inclusive and appropriate.  Attendance will be celebrated.  Parents will have clear and up to date attendance data.  Regular support from WBC attendance team to identify support, intervention, trends and local attendance information.  Attendance support will be clear through the use of set intervention and assess, plan, do review documents.  Attendance data will be clear and regular for staff.  Attendance data reports will have clear groups that reflect the school and statutory reporting guidance.  Clear reporting groups will allow for successful analysis which will inform attendance interventions.  Parents and pupils will have the opportunity to discuss attendance.  Professional development for attendance leads when visiting other outstanding schools with inclusive attendance systems. |
| **Objective 5** | **How** | **Time span** | **Led by** | **Monitored by** | **Cost** | **Success criteria/Impact** |
| To implement and enhance restorative and relational practices in the classroom. | Update behaviour policy to reflect training and systems updates, following on from whole staff training to ensure there are clear systems and expectations on restorative practices.  Update and distribute supporting resources on restorative and relational practices.  Introduce ‘check in, check up & check out’ (or similar) systems in classes.  Link Zones of Regulation to restorative and relational practices / follow ups.  Regularly review restorative practice through behaviour data and behaviour monitoring days.  Create clear positive behaviour recognition systems appropriate to pathways.  Condense and create key GLS restorative training and practice support document.  Monitor, track and collect data on use of restorative practice / incident debrief through Behaviour Watch.  ELSA trained staff to work with individuals and groups, based on need / analysis.  ELSA trained staff to implement proactive group and individual work with pupils. | Autumn 24  Autumn 24  24/25  24/25  Ongoing  24/25  24/25  Ongoing | MG | JM | Time  Resources  Course costings | Behaviour policy will have clear links relational and restorative practices.  Staff will have clear guidance and training on the intent, implementational and impact of relational and restorative practices throughout the school.  Consentient resources will be available for use.  Pupil emotional health and well-being will be positively supported through check in and check-up sessions.  Evidence of restorative and relational practices will be captured in monitoring.  Incident logs will identify restorative practices within them.  Appropriate positive recognitions systems will raise the profile of positive behaviour, appropriate to each pathway / key stage.  Positive impact on emotional literacy through ELSA sessions.  Clear pupils and groups identified for ELSA support. |
| **Objective 6** | **How** | **Time span** | **Led by** | **Monitored by** | **Cost** | **Success criteria/Impact** |
| To enhance staff CPD and skills on supporting and teaching positive behaviour. | Staff to complete Team Teach level 2 reaccreditation courses.  New staff to complete Team Teach level 2 training.  Staff to receive updates in positive behaviour practice through annual and drop in clinics.  Key staff to complete ELSA training.  Behaviour lead to research and formulate training plan around functional behaviour analysis and positive behaviour support.  Continue to offer staff opportunities to attend training relevant to their roles / class groups (e.g. trauma, attachment, bereavement). | Ongoing  Ongoing  Annually  24/25  Spring / Summer 25  Ongoing | MG/JC | JM | Time  Resources  Course costings | Staff certification.  Staff will receive updated Team Teach training appropriate to their job role.  Staff will have the skills to be able to support a variety of situations, from low to high level behaviours.  Staff will have regular checks and opportunities to discuss behaviour and attitudes with the behaviour lead, which will support early intervention for pupils and support staff’s training and mental health and well-being.  Key systems researched and clear plan appropriate to school formulated.  Positive behaviour data captured.  Mid and low-level behaviours captured and analysed to support earlier interventions.  Staff will have opportunities to attend training to enhance their practices, where relevant for their job roles. |

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| **Personal Development- Sarah Delaney/Mike Gaskell** | | | | | | |
| **Objective 1** | **How** | **Time span** | **Led by** | **Monitored by** | **Cost** | **Success criteria/Impact** |
| To ensure that within the wider curriculum, pupils have the opportunity to take responsibility for their actions and work towards becoming respectful, responsible citizens. | * Whole school approach to promoting independence through the development of self-help targets * PSHE curriculum includes the teaching of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance * Behaviour curriculum implemented and embedded * Whole school approach to promoting positive behaviour and restorative practice * Weekly celebration assemblies * Mental Health and Well-Being team who plan enhancement opportunites throughout the year * School Council * Head Students * Arts Council * Careers curriculum from EYFS – KS4, weekly careers lessons from KS3 onwards * Work experience in KS4 * Trips and visits * Independent Travel * Guides/Scouts Link promoted * Lunchtime clubs | Termly  Termly  Aut Term  Termly  Monthly  Aut Term and monthly meetings  Aut Term elections, termly responsibilities  Termly  Termly  Termly  Termly  Summer Term  Termly | SLT  SVR  MG  JM/SD/JC  SD/NS  JC  JC/AJ  LS  AJ  SD/MG  ED/JT  LMc  SD | JM  SD  JM  JM  JM  SD/JM  SD  SD  SD  JM  SD  SD  JM | Time  Time, resources  Time, training  Time, resources  Time, resources  Time, external visitors  Time  Time  Time, external visitors/links, equipment  Visit costs, time  Time  Time, resources | Pupils will work on individual self-help targets throughout the year. This will support then in developing their independence.  Pupils demonstrate positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others.  Pupils understand the concept or right and wrong. They strive to be the best that they can be whilst understanding that mistakes are made and should be reflected upon to improve further in the future.  Pupils are involved in positive recognition for work and behaviour.  Pupils’ gain confidence, resilience and knowledge so that they can keep themselves mentally healthy.  Pupils understand the process of voting and elections. Pupils take pride in their important role within school and act as ambassadors of the school who lead by example.  Pupils will learn about the world of work and develop their knowledge and skills. Pupils will have responsibilities and respond in a respectful and appropriate manner to others.  Pupils will learn how to be active respectful members of society whilst developing independence.  Pupils will be aware of external groups in which they can further develop knowledge, skills and independence.  Pupils will have opportunities to participate in a variety of lunchtime clubs that further encourage them to learn new skills and take responsibility for their work and actions. |
| **Objective 2** | **How** | **Time span** | **Led by** | **Monitored by** | **Cost** | **Success criteria/Impact** |
| To embed the behaviour curriculum across school, ensuring that pupils behave with integrity and cooperate consistently well with others. | * School rules are displayed around school and in classrooms. * MG to share presentation on the behaviour curriculum. * Introduce specific zones of regulation work and lessons within classes. * To monitor the implementation and impact of the behaviour curriculum through focused behaviour monitoring days. * Create behaviour curriculum team. * Staff to act as role models in their approach to pupils and staff across school and in the wider community * Staff to challenge those who are not behaving in line with the school rules * Positive praised to be used within classrooms and throughout the wider school * Weekly celebration assemblies which promote excellent behaviour and set expectations. They also include a weekly focus on safeguarding, behaviour and careers (lower school an overall key message) * The School Council, Head and Deputy Head students will consistently demonstrate the desired behaviour of all. They will act responsibly, co-operate with others and show integrity in their decisions and actions * Opportunities to be involved in wider community activities * SLT to role model behaviour curriculum principles, values to embed the ‘Green Lane Way’ to contribute to positive behaviour and attitudes support | Aut Term  Aut Term  Aut Term  Termly  Termly  Aut Term  Termly  Termly  Termly  Weekly  Termly  Termly  Termly | MG  MG  MG  MG  MG  SD  MG  All staff  All staff  JM/SD/JC  JC/AJ  Teachers/Subject Leaders  SLT | JM  JM  JM  JM  SD/JM  MG  JM/SD/JC  JM/SD/JC/MG  SLT  JM  JM/SD  SD/MG  JM | Time  Time  Time, equipment/resources  Time  Time  Time, resources | All pupils, staff and visitors are aware of our school rules and high expectations.  Pupils are aware of school's high expectations. They are encouraged to consider how they are feeling and why they may have behaved in a certain way. Pupils will begin to link how they are feeling with their behaviour and over time make positive changes.  Pupils and staff will receive feedback on individual and/or class behaviour. Interventions and targeted support put in place where necessary.  The team will consistently set high expectations across school and act on any concerns quickly.  Pupils will observe the behaviour of staff and aspire to set high standards for themselves and others.  Pupils and staff are encouraged to reflect on their behaviour and make the right choices to improve their behaviour.  A focus on celebrating positive behaviour and leading by example, to set high expectations and improve any behaviour that is not in line with the behaviour expectations within school.  Lead students will act as behaviour ambassadors and promote outstanding behaviour across school.  Pupils will have lots of opportunities to demonstrate their ability to behave exceptionally in the community. The local community will respect pupils and value their contribution to society. The school reputation will continue to be outstanding.  Pupils and staff will consistently observe SLT leading by example and setting high standards across school. |
| **Objective 3** | **How** | **Time span** | **Led by** | **Monitored by** | **Cost** | **Success criteria/Impact** |
| For staff and pupils to take a collective responsibility in supporting the well-being of all pupils so that pupils are able develop the confidence, knowledge and skills to keep mentally healthy. | * SD/NS have completed Senior Mental Health Lead Training in Summer 2024 * SD/NC to have monthly meetings to discuss pupil and staff well-being * SD/NS to create a SMH lead action plan that will be updated termly, as a minimum * Mental Health focus days will be planned into the curriculum * ‘Time to talk’ within classes through check in, check-up, check out * To consider the possibility of buying in a school counsellor/counselling service * Develop further ways to support the Mental Health and Well-Being of staff so that they are equipped to support pupils to the best of their ability * Well-Being message each week in upper school assembly * Well-Being calming introduction in lower school weekly assemblies * Staff training/Mental Health workshops * Playground training so that staff are confident in how to engage and play with pupils at social times * A variety of lunchtime clubs in which pupils can access clubs of interest and build positive relationships with staff and peers * Internal and external work experience in KS4 * Time given for reflection within class groups * Therapies, as appropriate for individual pupils * Fortnightly Safeguarding meetings | Aut term 2024  Monthly beginning Aut Term  Aut Term + review termly  Aut Term  Aut Term and ongoing termly  Aut Term  Termly  Weekly (ongoing) beginning Aut Term  Aut Term / As required termly  Aut Term  Termly  Termly  Daily, each term  Aut Term  Fortnightly, each term | SD/NS  SD/NS  SD/NS  SD/NS  MG  NS  SD/NS  JM/SD/JC  SD/JC/NS/MG  SVR  SD  AJ  SLT  NS  JM/NS/MG/CD/LW | JM  JM  JM  SD  SD/NS  SD/JM  JM  JM/SD/JC  JM  SD  JM  SD  JM/SD/JC  JM/SD  JM | Time  Time  Time, training costs, external visitors  External visitors, resources  Training time, monitoring time  External costs  Time, training, external costs  Time  Time, training costs  Time, training costs  Time, resources  Time, provider costs  External costs  Time | Both SD and NS will be certified Senior Mental Health Lead practitioners.  Focused time each month to plan, review and assess pupil and staff mental health and well-being.  The action plan will set out our key priorities for the 24-25 academic year. Mental Health and Well-Being will be high on SLT agenda and interventions can be planned for where issues are identified  Charity and Event Days are planned across the year and shared with staff. Reminders are sent in advance. Additional days may be added if beneficial to pupils and staff.  Pupils will understand the importance that staff have for their well-being.  Pupils will know that their classrooms are a safe space.  Pupils will feel valued.  Pupils will have the opportunity to share any concerns/worries and know that these will be acted on sensitively and appropriately.  Pupils will have access to professional counselling services, as required.  SD/NS will be aware of any local/national concerns regarding pupil mental health and will source additional support to support pupils with this.  Pupils will be encouraged to display a calm and positive manner.  Pupils will be taught techniques, e.g. breathing techniques which will help to improve their mental health and well-being daily and when in crisis.  Staff H+S Audit, staff well-being questionnaire, in pathway/key stage meetings there are planned opportunities to discuss staff well-being and pupils, staff CPD needs audited, and training/workshops are planned across the year.  Staff will be confident in promoting positive, co-operative play at social times which will have a positive impact on pupil well-being.  Pupils will have the opportunity to choose to attend social clubs of interest. Friendships and staff: pupil relationships will be positively enhanced further.  Pupils will develop a sense of self-worth and new skills will be gained and celebrated.  Pupils will have opportunities to reflect and refine academic work and personal progress daily within lessons.  The current therapies offered at Green Lane will be evaluated to ensure that there is progress over time. If therapies are not shown to be beneficial to pupils the offer will be revised to meet pupil need.  The Safeguarding team discuss any pupils whom staff have concerns about their mental health and well-being.  Pupils are ragged and monitored/actions taken accordingly. |
| **Objective 4**  To prepare pupils for the next phase of education, training or employment so that they are equipped to make the transition successfully | **How**   * Careers play an important role within the wider curriculum across the school from EYFS onwards * A coherent, progressive careers curriculum from key stage 3 to key stage 4 * Careers focus within upper school assembly each week * Pupils across school are encouraged to be independent within classes and as appropriate, carry out jobs across the school * Internal/External work experience for key stage 4 * To further develop external work experience links, with the possibility of extending the offer to key stage 3 (year 9 pupils) * Pupils to support in delivering training to employers on how to support young people with SEND in the workplace * To continue to engage with the Pledge, act on advice and network with other schools * To further develop the role of Head and Deputy Head Students, including regular responsibilities * To work in partnership with local colleges and businesses to ensure that pupils have the opportunity to visit a variety of settings and can make an informed decision about their next step at the end of key stage 4 * To facilitate individual meetings with a Careers Advisor in years 10 and 11 | **Time span**  Aut Term overview and then termly  Aut Term  Weekly beginningAut Term  Daily  Termly, beginning Aut Term  Spring/Summer Term – TBC  Termly  Aut Term  Aut Term and subsequent terms as appropriate  Spring/Summer Terms | **Led by**  AJ  AJ/JS/EB/MW  JM/SD/JC  KS Leads/Class Teachers  AJ/MW  JC/MG  AJ  JC/AJ  AJ/MW  AJ | **Monitored by**  SD/KS Leads  SD  JM  JM/SD/JC  SD  SD  SD  SD  SD  SD | **Cost**  Time  Time, Skills Builder  Time, resources  Internal float, external provider costs, transport, time  Time  Time  Time  Time, travel costs  External costs | **Success criteria/Impact**  Staff are aware of the importance of careers across the curriculum.  Staff recognise the transferrable skills between careers and other learning opportunities/subjects.  Curriculum requirements are met and delivered to a high standard.  Key staff are identified within curriculum teams to support and lead careers across key stages 3 and 4.  Staff delivering careers specific lessons will attend additional CPD training (external.)  Pupils will access weekly careers updates in which they will learn about the skills required, qualifications needed and role of potential careers.  Pupils will gain independence carrying out jobs across school.  Pupils will have opportunities to develop the knowledge of different industries and gain skills and confidence in areas which may contribute to future aspirations.  Pupils will act as ambassadors for Green Lane School and support employers in making reasonable adjustments to support those with SEND in the workplace.  Further opportunities for work experience and voluntary or paid employment for pupils.  Continue to have a support network to guide and further improve the teaching or careers across key stages 3 and 4.  Lead students will be equipped to carry out a leadership role and act as a role model to other pupils across school.  Lead students to support SLT in setting high expectations and upholding standards across school.  Pupils will learn about and visit potential colleges.  Pupils will be supported to consider all training and employment options post 16.  All pupils in year 10 will have the opportunity to meet with a Careers Advisor at least once that year.  All pupils in year 11 will have the opportunity to meet with a Careers Advisor at least twice across the year.  Pupils will be offered advice and guidance to support their decisions regarding training and employment post 16. |
| **Objective 5**  To ensure that SMSC is planned for across the curriculum | **How**   * Encourage pupils to reflect on their learning and behaviour * RE forms part of the school curriculum in which pupils learn about and have respect for different people’s faiths, feelings and values * To provide regular opportunities for pupils to learn about themselves, others and the world around them within lessons * Encourage pupils to use their imagination and creativity in their learning, e.g. Attention Autism sessions * Clear school rules which are embedded across all ages and beyond the classroom * Support pupils in understanding the consequences of their behaviour and actions * Safeguarding messages shared in weekly upper school assemblies * E-Safety is taught as a discrete aspect of our computing and PSHE curriculum but, is embedded into all learning involving technology * Provide learning opportunities in which pupils can listen to and respond to others within class and as an intervention * Plan trips and visits in which pupils will contribute positively to the local community * The history curriculum plans for pupil learning regarding their history, local and wider history across Britain and the wider world | **Time span**  Daily, each term  Aut Term and subsequent terms  Aut Term and subsequent terms  Aut Term and subsequent terms  Aut Term and monitored termly  Weekly, each term  Termly  Weekly  Termly  Aut Term | **Led by**  Class teachers/MG  SS/JS  SVR/EB  Class teachers  All staff  JM/SD/JC  DT  Class teachers  Class teachers  RB | **Monitored by**  JM/SD  SD  SD  SD  MG/JC/AG/LO  JM  SD  SD/Subject leaders  SD/MG  SD | **Cost**  Time  Time, resources, external visitors  Time, resources, external visitors  Time, CPD training  Time  Time, resources  Time, resources  Resources  External costs, transport  Transport | **Success criteria/Impact**  Pupils are given opportunities to reflect and build on their learning and make improvements to their behaviour.  Pupils have the opportunity to learn about a variety of faiths, beliefs and values.  Pupils are encouraged to consider ‘why’? And ‘what if’?  Pupils access a coherent and progressive PSHE curriculum in which they have opportunities to learn about themselves, others and the world around them.  Trips and visits are essential in supporting pupils to understand the world around them.  SD has completed Attention Autism Stage 1 Coaching and will complete Stage 2 this year.  SD will deliver internal training to staff to demonstrate the positive impact that strategies from Attention Autism has on pupil engagement and learning.  Pupils know that there are rules and consequences in school and the wider world. They will begin to consider the consequences of their actions, both positive and negative.  Pupils have high expectations of themselves and others.  Individual Behaviour Plans are written and updated regularly, as required.  Behaviour lead and wider behaviour team available to offer support and guidance, as required.  Pupils are reminded about the importance of safeguarding themselves and others.  Pupils are aware of who the Safeguarding Team are and will contact a team member, if required.  All staff are up to date with Safeguarding training and are aware of the school's policy for reporting any concerns.  Pupils are taught how to keep themselves safe online and how to report any concerns.  Teachers plan opportunities for pupils to listen to and respond to others across the week.  Pupils identified as requiring additional support or those not on track to make expected progress in ‘spoken language’ may be invited to join a ‘Talkabout’ group.  Input from S+L supports this further within classes and on a 1:1 basis where SALT programmes are in place.  The curriculum is enhanced by the variety of external trips and visits.  Pupils learn about the history of their town, and which encourages them to feel part of their community.  Pupils will learn about how the past has impacted on their lives today. |
| **Objective 6**  To ensure that pupils have an appropriate understanding of RSHE curriculum | PSHE lead maps out the RSHE curriculum across the whole school  Class teachers adapt topics to meet the needs of the pupils in their classes  Links with the school nursing team to support on RSHE topics including delivering some RSHE lessons.  Links with the MHST (Mental health school team) to support pupils mental wellbeing in terms of health.  Staff to access regular training to support teaching and learning across school.  RSHE will be monitored regularly as a part of PSHE monitoring days.  All staff will be aware of the links between safeguarding policy and SRE.  Pupils will be aware of who to talk to if topics during SRE make them feel uncomfortable, worried of want to share information | Autumn term  Throughout the academic year.  Termly  Throughout the academic year.  Termly or as needed  Half termly  Autumn  Autumn | SVR  Class teachers  SVR, SD, NS  SVR, SD, NS  SVR  SVR/EB  SVR, NS  SVR, NS | SD  SVR/SD  SD  SD  SD  SD  SD/JM  SD/JM | Time  Time  Time  Time  Time, cost of courses  Time, cost of cover in class  Time | RSHE curriculum will follow statutory requirements and will offer a broad and balanced curriculum to all pupils.  All pupils will have access to the resources and activities appropriate to their developmental and academic levels so they are given every opportunity to achieve.  Pupils will have access to support beyond school by health professionals.  Staff will have the most up to date CPD to equip them with the knowledge and resources to deliver RSHE lessons.  Quality of education will be monitored and maintained by staff being aware of what is going well and the improvements that need to be made.  Staff will be aware and clear about what to do if pupils disclose any information in class in order to protect and safeguard all pupils.  All pupils will have access to the relevant care and protection if needed. |

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| **EYFS - Laura Owen/Sarah VanRooy** | | | | | | |
| **Objective 1** | **How** | **Time span** | **Led by** | **Monitored by** | **Cost** | **Success criteria/Impact** |
| To further develop our play based approach. | -Continual development of our continuous provision, both indoors and outdoors.  -Ongoing support for staff to develop the set up of continuous provision, ensuring areas are zoned and resources are engaging/meaningful.  -Further training for staff to better understand how to support early play skills.  -Staff will share good practice across the EYFS.  -Staff will work together to plan for continuous provision in line with our shared topics. | Summer 2025 | LO/SVR | JM/SD | Resources to strengthen provision  Training cost | -All staff working in EYFS will be confident in supporting early play skill development.  -Continuous provision will be enriched, making it highly engaging and purposeful for our pupils.  -Staff will work in partnership to develop planning, share resources and good practice.  -Pupils will access provision in a way that supports their early play skill development. |
| **Objective 2** | **How** | **Time span** | **Led by** | **Monitored by** | **Cost** | **Success criteria/Impact** |
| To develop a link with another EYFS SEND provision. | -Develop a working partnership with Fox Wood EYFS.  -Termly meetings with lead EYFS staff from Fox Wood to share what is working well and support one another with any challenges. | Autumn 2024 | LO/SVR | JM/SD | / | -Staff will have opportunities to observe in another similar setting.  -Staff will feel they have support from colleagues working in a similar setting. |
| **Objective 3** | **How** | **Time span** | **Led by** | **Monitored by** | **Cost** | **Success criteria/Impact** |
| To further develop parental engagement. | -Half termly stay and play sessions to take place.  -Support for parents to access EFL and to contribute to this.  -Reading books to be sent home weekly, home learning overview to be sent home in Autumn 2024 and class bear to be sent home regularly. | From Autumn 2024 | LO/SVR | JM/SD | / | -Parents will have regular opportunities to come into school and spend time in their child's class. -Parents will access EFL regularly and the majority will contribute to this.  -Parents will support their child’s learning at home and share successes with school staff. |
| **Objective 4** | **How** | **Time span** | **Led by** | **Monitored by** | **Cost** | **Success criteria/Impact** |
| To further enrich the curriculum. | -Pupils will experience trips, visits and other key experiences throughout the year and these will link to our topics.  -There will be at least one trip, visit or experience per topic across the EYFS.  -Staff to utilise links that we have with wider professionals/organisations to enrich the curriculum. | From Autumn 2024 | LO/SVR | JM/SD | Cost of trips and visits | -By the end of each academic year, pupils will have experienced a good range of curriculum enrichment opportunities.  -Pupils will develop life skills and their understanding of the world. -The curriculum will be enhanced with real life learning opportunities. |

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| **Autism – Joanna Capewell/Mike Gaskell** | | | | | | |
| **Objective 1** | **How** | **Time span** | **Led by** | **Monitored by** | **Cost** | **Success criteria/Impact** |
| 1. To continue to embed SCERTS offer across the whole school | * Whole school overview training and add as part of induction for new staff if relevant. * Key people to attend SCERTS training e.g. Elm and Maple pathway teachers and Sarah Delaney. * Autism leadership team to keep up to date with SCERTS practice and any new initiatives. Attend any networking groups/visits to other schools. * Track and monitor SCERTS data for pupils in Elm and Maple pathway termly on EFL. * JC to complete termly SCERTS monitoring days and update the action plan as relevant. SCERTS curriculum team to meet termly and to complete visits to each others lessons to enhance best practice. * SCERTS parents' groups to go ahead with a key focus each half term. | Autumn term  November 2024  Ongoing  Termly  Termly  October 2024 | JC  JC  JC/MG  JC  JC  MG/BH | JM/SD  JM  JM  SD/LB  SD  JC | Training ran by JC internally  External training £200 | Staff will have a secure understanding of what SCERTS is and how it looks in each pathway.  Staff will be able to articulate what SCERTS looks like for their class.  Staff who use SCERTS data will plan lessons linked to SCERTS targets and have a deep understanding of pupil's targets and progress.  Pupils will consistently make good progress in SCERTS across the four key areas. Pupils will move from social partner to language partner or conversational partner.  SCERTS will continue to be our overarching ethos at Green Lane.  Parents will attend SCERTS groups and will find them beneficial for them and their children. |
| **Objective 2** | **How** | **Time span** | **Led by** | **Monitored by** | **Cost** | **Success criteria/Impact** |
| 1. To complete NAS reaccreditation including application for Beacon status | * Apply for Beacon status * J.Knowles to visit each year to ensure that we maintain high standards and are on track for reaccreditation in May 2026 * JC to attend NAS training, updates and professionals' conferences. * JC to share NAS training with whole staff during key stage meetings. * JC to continue to moderate for NAS to keep up to date with the assessment process. * JC to use time to complete paperwork for NAS reaccreditation. | September 2024  Ongoing  Autumn 24  Summer 25  Ongoing  Spring 26 | JC  JC  JC  JC/MG  JC  JC/MG | JM  JM  SD  SD  JM  JM | NAS annual summary £6k  Time | Green Lane School will hold the highest possible status by the national autistic society.  Green Lane will maintain high standards for autism practice across the whole school.  Staff will have a secure understanding of NAS expectations and outcomes.  Green Lane School will continue to have autism friendly classrooms and use autism friendly teaching approaches. |
| **Objective 3** | **How** | **Time span** | **Led by** | **Monitored by** | **Cost** | **Success criteria/Impact** |
| 1. To continue to develop and monitor our whole school autism practice to ensure it remains outstanding | * Half termly autism co-ordinator days and feedback. * Continue to monitor consistency across the whole school. * Deliver regular training to staff to ensure they keep up to date. * Autism training and spending time in Elm pathway as part of induction. * Links with NAS and NAS advisor. * JC to moderate other special schools for NAS. | Ongoing  Ongoing  Ongoing  Autumn  Ongoing  Ongoing | JC  JC/MG  JC/MG  JC/MG  JC  JC | SD  SD  SD  SD/JM  JM  JM | Time  NAS fee | The high standard and consistency of autism practice across the school is monitored and acted upon.  Staff will attend regular training to stay up to date with practice. |
| **Objective 4** | **How** | **Time span** | **Led by** | **Monitored by** | **Cost** | **Success criteria/Impact** |
| 1. Continue to develop and review our outstanding OT offer at Green Lane. | * OT to continue to visit new pupils and GLS pupils as part of weekly visits. * OT to continue to deliver training to staff. * OT to deliver training and talks to parents. * SLT to reflect on use of SHINE and review the offer. | Ongoing  Spring 2025 | SHINE  JC/MG | JC/MG  JM | Cost of SHINE £33,000 | Pupils will be given strategies to support their regulation by occupational therapists.  Staff team will feel equipped to support pupils with their regulation and sensory integration.  Parents will engage with training and talks delivered by SHINE OT and find it useful. |
| **Objective 5** | **How** | **Time span** | **Led by** | **Monitored by** | **Cost** | **Success criteria/Impact** |
| 1. Deliver and review our autism training offer both internally and externally. | * Set out internal training for staff as part weekly meetings and INSETS. * Plan for autism training to be part of staff inductions. * Deliver autism training externally for professionals. * Deliver autism training for Green Lane families as part of parent training calendar. * Deliver NAS parent programmes in teen life and early bird plus for families and external families. * To build community links and deliver training to support workplaces and the community on autism. | Autumn 24  Spring 25  Spring 25  Ongoing | JC/MG  JC  JC/MG  JC/MG  JC/MG  JC/MG | SD  JM  SD  SD  JM  SD | Time  External training costs from £60+ for external candidates | Staff will keep up to date with relevant training.  All Green Lane staff will have autism training as part of their induction.  Families will have the opportunity to attend autism training.  Green Lane will continue to host a range of CPD for external professionals and community workers to support their understanding and skills when working with autistic individuals. |

**6th Form College**

1. **Leadership and Management**

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| **Objective** | | **How** | **By when** | | | **Led by** | | | **Monitored by** | | | **Success criteria** | |
| Develop a clear and effective Post 19 transition package to ensure student are well placed to have a positive start to their Post 19 pathway. | | * Liaise with social care/PFA teams and develop a list of students who are most likely to access social care provision P19. * Email LA to fully understand what is on offer post 19 for education provision. * Explore the introduction of a moving on event specifically for Yr 12-14 students. * Introduction of a year 13 parents meeting with CL to discuss future plans and processes. * Support the PFA team in developing the P19 transition packages and implementing them. * Develop a transition plan for P19 into education provisions. | Jan 25      Jan 25    Jun 25    Jun 25      Apr 25      Feb 25 | | | CL/LF/TA | | | LM | | | Students who will be accessing social care or educational provisions post 19 will have a meaningful and timely transition. | |
| Further develop transition opportunities for KS4 pupils into college that coordinates and compliments the work and engagement of Green Lane and Fox Wood Schools. | | * Develop and introduce a parent forum for the pupils from KS4, who will be transitioning into college. * To develop visits to experience and engage with the college curriculum. * Students who require more robust transitions will begin short visits from January 25. * Meet with KS4 lead from FW and GL to discuss and develop a robust plan of transition. | Apr 25      May 25      Jan 25    Dec 24 | | | CL | | | LM | | | Students will transition into correct college classes as early as possible.  Transition student will have planned visits into college before classes are determined. | |
| Extend the development of, and engagement with, college parents through the engagement group to achieve the Leading Parent Partnership Award (LPPA). | | * Embed dates for the parents’ forum to regularly meet throughout the year – once per half term. * Identify opportunities to increase parental participation in college life. * Have one “parent led” event facilitated by and held in college each half term. * Consistent reminders to parents encouraging and supporting interactions with college. | Apr 25    Dec 24    Apr 25      Dec 25 | | | BW/LB | | | LM | | | Levels of parental engagement with college will increase and stronger relationships with student families forged.  There will be an increased parent presence within college. | |
| Develop the use of EFL to improve parental engagement and understanding. | | * EFL to be promoted further among college families with regular reminders to log in. * Families encouraged to comment on their young person’s work. * Training and support events provided at college for any families who are struggling to engage. * Consistent reminders to parents encouraging and supporting interactions with college via EFL. | Termly      Termly    Feb 25      Termly | | | LB/LF | | | | BW | | 90% of families engage purposefully with EFL and 50% will begin to add comments and/or photos to their young person’s profile. | |
| Extend the induction schedule to ensure that staff have access to read key documents and prior knowledge of information such as Gate Codes, CPOMS, Beh Watch and other H&S information. | | * Review existing induction schedule and include similar information from both schools. * Make adjustments to induction schedule * Utilise the non-class based staff to ensure that new staff have more time to read key documents and also have key day-to-day information such as gate codes etc | | Oct 24      Feb 25  As needed | | | BW/LM | | | | LM | | New staff complete a full induction, including time with subject leaders. |
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1. **Quality of Education**

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| **Objective** | | **How** | **By when** | | **Led by** | | **Monitored by** | | **Success criteria** | |
| Embed a formal systematic moderation process for accreditation files with robust moderation procedures. | | * Evidence requirements for Open Awards – what a good one looks like. * Standardise practice through training and quality assurance. * Establish a yearly moderation calendar for internal moderation with clearly defined moderation points. * Functional skills administration training to be delivered for relevant staff. * Half termly IQA checks and evidence review. | Feb 25    Apr 25    Nov 24      May 25    Jun 25 | | CL | | LD / JM  Governors | | Internal moderation processes will be clear and transparent.  Teachers have a clear understanding of how the work should be presented | |
| Further develop Work Related Learning opportunities outside of the college for all students, who can access the community safely. | | * Investigate WRL opportunities across Warrington. * Investigate WRL opportunities across the Woolston Learning Village site for our more complex students. * Engage with potential employers and social care provisions to provide a wide range of opportunities for the students. * Develop the role of the non-class-based TA to support facilitating work experience opportunities. | Dec 24    Dec 24      Feb 25          Dec 24 | | VW/CL/AMC | | LM | | All students to access work related learning internally and/or externally as is appropriate to ability.  All Pathway 3 and 4 students will access out of college work related learning. | |
| Further develop reading skills across the college – improve students’ decoding skills and improve fluency for those who read. | | * Purchase new age-appropriate reading scheme books and other literature. * Embed phonics development work cross curricular in classes. * Develop phonics tracking system in line with FWS/GLS * Each classroom will display a ‘We are reading’ outside their classroom to show the range of texts in use. | | Dec 24    Jun 25    Jun 25    Oct 24 | | KM    KM    KJW/LP/KM    Teachers | | BW | | Data collection will show improvement in reading and comprehension skills.  Students will show enjoyment of reading a range of texts. |
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1. **Behaviour and Attitudes**

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| **Objective** | | **How** | **By when** | | **Led by** | | **Monitored by** | **Success criteria** | |
| To introduce specific emotional literacy development to increase understanding of trauma informed practice and translate this into classroom practice. | | * Arrange appropriate CPD to support staff understanding of trauma informed practice. * Implement consistent support and tools cross college in supporting students’ emotional literacy. * Develop a room checklist of “must haves” in relation to resources to support young people with autism and trauma. * Provide exceptional OT advice and guidance to staff to increase their understanding of the importance of sensory input | Dec 24      Dec 24      Feb 25        Jan 25 | | BW | | LM | Staff will have a greater understanding of the needs of young people with autism and how we can better support them.  Standardised environment expectations for each form room which will provide a level of continuity for all students when moving between rooms.  Best practice for working with ASD students will be evident within form rooms.  All students who require sensory input will have a robust sensory diet. | |
| Increase use of student voice to facilitate meaningful opportunities for students to make choices and decisions relating to learning opportunities, social opportunities and college wide developments focussing on implementing class and whole college routines and systems. | | * Woolston site Council – 2 college representatives to sit on this and feedback information to and from college. * Liaise with staffing from main schools to set this up effectively. * Meetings held each term, agenda circulated before meeting, minutes circulated following meetings. * Main agenda items relating to students views on routines and systems. Feedback to College Lead team to review | Dec 24      Nov 24      Termly      Termly | | LB/MM      LB/MM | | BW | Students will have a greater say on issues which impact them within college.  There will be evidence to support the student voice and how college has responded to this. | |
| Increase opportunities for students and staff to look after their wellbeing by providing regular opportunities for self-reflection. | | * Wellbeing and mindfulness training to be delivered to staff. * Gain student and staff views on what good wellbeing support looks like. * Widen the reach the wellbeing working party – more people across college * Create a collection of agreed activities for students and for staff. * Wellbeing to be discussed at Student Council meetings. | Oct 24    Nov 24    Nov 24    Dec 24    Termly | | MHST    BW/CL    BW/CL    BW/CL    LB/MM | | LM | Staff and students engage with a range of wellbeing activities.  Staff and students have clear avenues of support as needed.  Wellbeing activities are meaningful to staff and students- this will be evidenced in student voice. | |
| To enhance staff CPD in specialist areas to support positive behaviour and develop skills and knowledge of Teaching Assistants to enable them to support students with research-based practice. | | * Gain TAs views on their personal strengths and areas for development * Run a TA training session – what good support looks like. * Ensure CPD programme reflect needs of TA’s. * Ensure CPD programme reflects the diverse needs of supporting the students within college. * Learning walk focus- how Teachers direct TAs and how support is given. | | Nov 24    Jan 25    Mar 25    Mar 25      Apr 25 | LM/BW | JM/LD | | | All TAs feel skilled and confident in being able to support students in their groups. They are able to present tasks in a range of ways.  Learning walks will show high quality instruction. |
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1. **Personal Development**

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| **Objective** | | **How** | **By when** | | **Led by** | **Monitored by** | | **Success criteria** |
| Improve personal independence through a broad and balanced Personal Development/PFA curriculum with explicit teaching in RSE, self-care, safety and community. | | * Complete clear programme of study for Personal Development and PFA for year 1 of the 3 year cycle. * Staff given supports and resources to enable students to be as independent as possible in all practical lessons. * Students to access a range of real-life situations to develop their social and community skills. | Dec 24        Jun 25        Jun 25 | | CL/BW        CL/Tutors        CL/Tutors | JM/LD/  BW/LM | | Students are increasingly independent in completing practical tasks.  Students are able to solve simple problems about their lives/ events. |
| Develop independent travel skills for students who could move onto using public transport. | | * Named staff member to deliver travel training 2 days per week. * Staff member to plan and deliver travel training sessions. * Staff member to complete travel related risk assessments for named students. * Students to have folder of evidence that can contribute towards Open Awards accredited units. | Oct 24    Nov 24    Jan 25      Jul 25 | | LD/LM    LD    LD/BW      LD/CL | BW/LM | | Named students will have received travel training throughout the year.  They will report increased confidence in accessing the community and in using public transport.  Students will have additional credits to contribute to their Open Awards qualification. |
| Develop social communication across college so that students of varying levels of speech and communication are able to socialise together. | | * Visit both school sites and see strategies already in place for social communication. * Liaise with SaLT for advice on recommended layouts for chat boards etc. * Provide key words/boards in communal areas. * Provide subject specific key words/boards in key areas e.g. library, sensory room etc. | | Dec 24      Dec 24      Feb 25    Apr 25 | BW | LM/SaLT | There will be a range of generic and subject appropriate chat boards available around the college indoor and outdoor areas.  Staff will model use of chat boards at every available opportunity. | |
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