



INCORPORATING



Development and Innovation Plan April 2018 – April 2019

**EVERYONE WILL BE THE BEST THAT THEY CAN BE
EVERYONE HAS A VOICE
NO-ONE IS EXCLUDED**

**Monitored via SLT and Governor Monitoring Strategies
Evaluated via termly Executive Head's Report to Governors
Also see Key Stage, Service, Teaching School and Business Plans**

Key Priority: Access Indoor and outdoor environments support the regulation of sensory needs and enable creative, active learning across the whole school day. Resources, strategies and solutions are in place to ensure access to the outside and/or change of space, across the whole academic year.

(to include wet play solutions; quiet/calm indoor and outdoor spaces; reduced noise; maximised use of spaces; reduced group sizes at times to reduce sensory overload and noise.)

School vision statement: “No-one is excluded” (the Principle of our organisation)

What has to be done?	Who will report?	What do we have to do to achieve it?	Cost and resources?	Who will check it and what will they look at? (Monitoring reports)	What improvement will we see?
<p>A1 All three sites have respectful, multi-purpose, differentiated outdoor environments with play/exploration equipment and opportunities to ensure optimum learning is gained from the motivation of being outdoors with skilled supporting staff.</p>	<p>CBT Autumn 18 Govs: CBT</p> <p>Enable Spring 19 Govs: T&L</p>	<p>Audit present equipment and space across the 3 sites. Assess what equipment is fit for purpose/ working/not working from all stakeholders’ points of view. (Involve Advocacy Leads and student council in all stages). Working party established from across federation.</p> <p>Involvement of therapists to broaden potential for meeting needs.</p> <p>Identify areas for development.</p> <p>Simple, clear environmental communication prompts to be evident via signage (laminates) eg “help”, “up”, “climb”, “swing”.</p> <p>Opportunities for open-ended STEM (Science Technology, Engineering & Maths) exploration to be available at playtimes. Action plan to facilitate.</p>	<p>Working party meeting times facilitated.</p> <p>SLT agenda time.</p> <p>Fund-raising plan to access external resources.</p> <p>PTFA involvement.</p> <p>Potential £15k across 3 sites.</p> <p>Outdoor learning training for staff.</p>	<p>Student Council: Lots to do outside for everyone, with no-one left out, even in wet weather. More chances for people to make friends and play together outdoors.</p> <p>SLT: impact of outdoor environments on learning via data scrutiny and observations; reduction in CPOMS reporting linked to unmet sensory needs.</p> <p>Govs: tangible evidence of equipment and facilities in place and in use. Links with staff training and expertise are observable in the practice seen and in learning demonstrated.</p>	<p>Optimum use is made of the whole school day and the whole school site, to facilitate learning. Social interaction is enhanced and opportunities for inquiry based learning provided, helping learners to develop skills of resilience and perseverance through rewarding, motivating and fun opportunities.</p>

<p>A2 Multisensory learning spaces are updated (BB)/ created (ETC). Appropriate equipment and environments are in place to ensure sensory, complex learners receive meaningful and impactful learning opportunities & experiences. Staff fully understand the “why” of sensory learning and therefore facilitate targeted learning against specific learning outcomes.</p>	<p>T&L Summer 19 CBT Spring 19</p> <p>Enable Autumn 18 & Spring 19</p> <p>Govs: T&L & CBT</p>	<p>Block staff meeting focus in Autumn Term to address the sensory pathway and associated learning environment. Specialist input from in-house QTVI/ MSI and identification of a lead teacher in each setting to champion sensory learners on E-Team development work. Audit existing multisensory spaces and ensure each site has up-to-date, relevant, targeted and learning-focussed spaces and resources to provide both generic learning in all areas and targeted learning against specific programmes in dedicated spaces. A rolling programme of staff training is put in place to ensure staff have a thorough understanding of the way sensory learners gain and process information: the significance and impact of Visual Impairment; the importance of clear objectives; the appropriate and targeted use of sensory equipment; delivery and assessment of sensory learning. Additional MSI trained teachers.</p>	<p>Specialist input from QTVI and Mobility Adviser. EyeGaze equipment and specific sensory space for ETC. Better use of BB sensory room to reflect targeted sensory learning needs. Training: £9k Equipment: (FFE £2.5k) £2k capital (Shared).</p>	<p>Student Council: We can see places and equipment where people who need to, can learn using their senses, especially by touching, smelling, hearing and looking. SLT: Dip-ins with a sensory learner focus, show high quality sensory teaching and learning across all areas, with specific taught VI and communication programmes in specialist areas. Govs: There is observable evidence that the learning styles and needs of all learners are catered for in all areas through appropriate resource and use of space. More specialised programmes to improve vision and communication are evident and well used.</p>	<p>Across the federation there is a clear and evident understanding that sensory learning in a multi-sensory space is specific and targeted and generic sensory learning must be catered for in every part of the setting, not just in one room. There are spaces and resources on all three sites – and the expertise required to use them.</p>
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<p>A3 Each site has a space to support targeted programmes for self-regulation and preparation for learning, for those with sensory processing needs. Staff fully understand sensory processing needs and are able to support learners in sensory regulation.</p>	<p>CDMT Spring 19</p> <p>CBT Autumn 18</p> <p>Govs: T&L & CBT</p>	<p>Audit existing spaces. Assess what's working/not working/fit for purpose. Seek specialist Occupational Therapist advisory support. Re-purpose/ redesign areas (eg soft play space at Bidwell) to become more purposefully targeted Identify development priorities and agree action plan for development. Ensure there are a range of opportunities on offer to enable (eg) climbing, swinging, spinning and squeezing, bouncing and deep pressure. Rolling programme of sensory processing training in place to ensure staff have a thorough understanding of sensory processing issues and the needs of those learners who require time to regulate before being able to learn effectively. Sensory circuits/sensory pathways in corridors to be explored/ developed. Bookable spaces are identified in order to facilitate smaller group work, allowing targeted group work; to reduce sensory overload caused by busy environments and to develop immersive space.</p>	<p>Working party. Fundraising plan. Action plan. Training programme (linked to Teaching School). £5k fundraising.</p>	<p>Student Council: There are places to help you get calm and ready for learning, where adults will help you and where you can spin, bounce, climb or have a squeeze, if that is what you need. SLT: Respectful spaces are well used by knowledgeable staff to empower learners in regulating sensory processing needs. CPOMS shows a reduction in dysregulation-related incidents. Govs: Use of spaces is evident and observable and related to identified needs in EHCPs. Monitoring CPOMS shows reduction in incidents linked to sensory dysregulation.</p>	<p>No opportunities for learning are lost. Preparation for learning is acknowledged as valid and vital investment in learning quality. Learner achievement is enhanced because sensory processing needs are consistently met. Behaviour improves because individuals can increasingly take responsibility for their needs as they learn to self-regulate.</p>
<p>A4 Wet weather does not have to mean "Wet Play". Learners can still access the outside, even in the rain, if they want and need to.</p>	<p>Enrich Spring 19</p> <p>CBT Autumn 18</p> <p>Govs: T&L & CBT</p>	<p>Whole school meeting to discuss the significant feedback from learners who dislike wet playtimes. Staff newsletters and induction to include the need to be prepared for weather conditions – bring a coat to work! More sheltered spaces will be planned into the play/outdoor space developments. Families to be made aware of learner feedback and asked to support by providing wet weather gear and the understanding that learners may get dirty at school because they like to learn outside. Surfacing and drainage will be updated on a rolling programme, to reduce muddy stretches and pooling of water, to enhance the safety of outside areas in the wet by reducing slip/fall risks.</p>	<p>Communication plan. Update induction. Family involvement. Capital project plan. £5k each site.</p>	<p>Student Council: No more Wet Play unless you are someone who hates the rain or if going outside would be bad for you. Lots of children and young people in their PCR said that they hate wet play so it is really important that adults try to do something about it. SLT: Monitor playtimes, especially in wet weather. Ensure every effort is made to get outside in all weather conditions. Compare PCR data to gauge success Govs: Liaise with student council to ensure wet play issues are addressed. Observable responses to rainy days, including getting outside with coats on!</p>	<p>There is an assumption that there will be access to the outside, even in the rain, because the whole federation community has listened to learners, who have said that it is very important to them and that they do not like "wet play".</p>

<p>A5 There are more lunchtime clubs available so that learners have more opportunities to make choices and decisions, to express preferences and develop personal interests and skills.</p>	<p>Enrich Summer 19 Govs: T&L & CBT</p>	<p>Audit of staff skills and willingness to provide club activities. Audit of staff availability across lunchtimes, timetabling non-class-based staff to run clubs or to cover others to do so. Identify suitable spaces and resources. Staff leading clubs to set expectations regarding access to clubs and staffing levels. Advocacy involvement to ensure learner choice in sign-up for clubs.</p>	<p>Staff skills audit. Someone to co-ordinate clubs in each setting. Small budgets for equipment. Learner input re popular clubs. Letters out to staff and families for equipment/ support. £300 per site.</p>	<p>Student Council: There are more lunchtime clubs to choose from because not everyone likes doing the same thing. Staff with interesting hobbies and skills run clubs to share their interests with children and young people. SLT: Staff skills are maximised for the benefit of learners. Clubs provide new and inspiring opportunities to broaden learning. Govs: All opportunities taken to use the full capacity of staff capabilities in order to ensure learners are inspired and motivated. Evidence of club activity can be seen.</p>	<p>No opportunities are lost and no skill sets wasted. Across the large and diverse staff team there are many skills and talents that may not be brought into school through standard lessons. Running clubs unlocks staff interests and strengths to the benefit of learners, who are inspired by skilled and enthusiastic role models,</p>
<p>A6 Years 9 and above at ETS Hollow Lane, move to the Wayside Crescent site for September 2018. Transition is smooth, positive and enhances learning and provision for all learners across the school.</p>	<p>KS4 and KS5 Leads (ET) Spring 19 Govs: T&L & CBT</p>	<p>Weekly transition meetings. Transition passports up-to-date and shared. Personalised transition in place. Parent meetings in place. Equipment in place from FF&E list. Plan for physical move and learner involvement. Plan for sharing of resources across sites. Photo update of works progress to share with families/ learners. Use of new spaces clarified. Staff induction and training for new facilities and equipment.</p>	<p>Meeting times. Moving boxes. FFE (£50k) Purchases. Updated plans with photos. Moving plan.</p>	<p>Student Council: Everyone has moved across to Wayside Crescent and knows where everything is. Everyone feels happy and relaxed in the new building and there are lots of new opportunities to learn new things. SLT: Seamless transition with no loss in learner progress as a result of missed opportunities in transition. Govs: Wayside Crescent site is fully operating, with new areas well used and learners happy and settled</p>	<p>The Wayside Crescent facility has improved opportunities for all learners across both sites by creating more space and new, exciting learning facilities. For older learners there is a real sense of Preparation for Adulthood throughout the transition years from Y9. The school ethos and vision remain consistent across sites.</p>

Key Priority: Curriculum Problem solving is supported through creative, active learning and through modelling, rather than adult-led, closed responses. Learners develop transferrable skills that have a positive impact on their ability to manage unexpected change. Physically active learning supports physical and emotional well-being.

(There was a lot of positive feedback about active, outdoor and creative learning with swimming, Rural Skills, art, cooking and ICT mentioned frequently. Numerous examples of “not working” were around not understanding change/ changes to routine; not wanting to stop – or sometimes to start – doing things and around the difficulty of persevering when learning is tricky.)

School vision statement: “Everyone will be the best that they can be” (The Purpose of our organisation)

What has to be done?	Who will report?	What do we have to do to achieve it?	Cost and resources?	Who will check it and what will they look at? (Monitoring reports)	What improvement will we see?
C1 Updated assessment systems are in place to reflect individual, meaningful tangible progress, removing P-Levels and aligning with Preparation for Adulthood for older learners.	Empower Autumn 18 & Summer 19 Govs: T&L	Complete the assessment frameworks. Series of staff meetings to consider and agree frameworks. Trial and tweak at end of Autumn term. Individual assessment profiles are developed to further personalise learning journeys. Newly-designed assessment tool to provide a continuum of learning.	Series of staff meetings. Development group time.	Student Council: Your learning targets are things that will help you to work towards the things you would like to do when you leave school. You know what you need to be working on. SLT: New systems provide robust and accurate, evidenced progress data. Individual, group and key stage data can be tracked accurately. Govs: Data provided can be evidenced in visits to the school, through observable evidence and through speaking to learners.	We measure and assess that which is significant to and for each learner. Learning opportunities are drawn from learner interests, individual targets, cumulative essential skills in core subjects and new, unexpected opportunities to inspire broader interests. Older students focus on assessments to support. Preparation for Adulthood, with quality of life after school being the overall measure of the provision.

<p>C2 An electronic assessment evidence collection system is in place to ensure a rich seam of pupil learning evidence is collected, both in school and at home.</p>	<p>T&L Autumn 18</p> <p>Govs: T&L & CBT</p>	<p>Evidence for Learning system trialled across the Summer Term, for full implementation in the Autumn Term. Staff training sessions to be arranged for teams. Parent awareness and training sessions/ on-line tutorial for families, to ensure family participation and access to gathered evidence. Learner awareness sessions to be run by classes and learner participation in evidence collection to be considered. Update curriculum policy to reflect updated assessment system and curriculum offer.</p>	<p>Evidence for Learning package purchased. Devices (Android or iPad) in classes to use for evidence collection. Training for staff and families. Staff meeting to discuss trial and plan for full roll-out. £2085. Devices £1k per site.</p>	<p>Student Council: You and your family can see the work you have been doing on devices at home. SLT: Assessment judgements are made using a wider range of evidence, including from home. The system is well used and monitored effectively. Govs: Observable wider evidence, easily collected and shared. Use of the package reduces teacher workload by making evidence easier to collect and collate.</p>	<p>Teacher assessment is even more robust because collecting a wide range of evidence from different sources is much easier and more immediate. Families and learners have better access to collected evidence and can assist in collecting it, making it easier to gauge the impact of learning on individuals and the extent to which skills are being generalised into other settings/ situations.</p>
<p>C3 A new Transition Curriculum is in place for students from Year 9, with a focus on Preparation for Adulthood. New accreditations are added, new areas of study (such as media studies, DT and debating) and full use is made of specialist areas. There is collaboration across the federation to ensure equity.</p>	<p>KS4 Leads Autumn 18 & Spring 19</p> <p>Govs: T&L</p>	<p>Taster sessions for Key Stage 3 students. New accredited programmes in place. Cross-federation working party to establish new offer and discuss potential for shared spaces/ resources. Staff training plan in place. Staff skills audit to link support with skill sets. Learner feedback systems to gauge popularity of new subjects.</p>	<p>KS4 teaching teams meeting time. Cross-federation collaboration time.</p>	<p>Student Council: From Year 9, there are new and different subjects on offer that will help in getting a job, being independent and becoming an adult. Tell the teachers what you think about the new subjects. SLT: Evidence of learners making progress within a highly motivating and relevant curriculum that ensures a high level of challenge for all, pushing the most academic learners to achieve as much accreditation as possible, along with opportunities to fit learning into a social, real context. Govs: Key Stage 4 and 5 learners present evidence of engaging, relevant and motivating learning that prepares them for life after school.</p>	<p>Personal Learning Profiles, with an emphasis on individual resilience and citizenship development, ensure learners in Key Stages 4 and 5 are well prepared for life after school.</p>

<p>C4 A Decision Making assessment pathway is developed, to track and support learners in developing effective decision making skills.</p>	<p>CDMT Summer 19</p> <p>T&L/ Enable Summer 19</p> <p>Govs: T&L</p>	<p>Use of Decision Making Hierarchy as the basis for an assessment tool to support learners in becoming increasingly capable of sound, safe decision making.</p> <p>Working party to develop assessment steps linked to the Hierarchy Levels.</p> <p>Research project to link Decision Making tool with developed models of skills hierarchies to test authenticity of Levels (eg Maslow, Alderfer).</p> <p>Decision making training across all staff.</p>	<p>Working party to progress idea.</p> <p>Impact study (possibly linked to a leadership programme?).</p> <p>Meeting time to roll out.</p>	<p>Student Council: We are helped to make choices and to put things right if our choices don't work out as well as we thought.</p> <p>SLT: Learner decision making development can be tracked against existing hierarchy levels, giving a clear indicator of next steps to develop skills.</p> <p>Govs: Scrutiny of the tool against examples of learner progress demonstrates a system that will develop decision making and citizenship</p>	<p>Learners have improved life opportunities, are safer and more independent, because they are able to make good decisions. Only through being supported to choose, to make mistakes and learn to work through them, can decision making be enhanced and developed.</p>
<p>C5 As much learning as possible is carried out through the active/ outdoor/ creative offer, with core subject targets linked to PE, rural skills, outdoor ed, creative arts, cooking and other active learning.</p>	<p>Energise Spring 19</p> <p>Enrich Spring 19</p> <p>AHTs Spring 19</p> <p>Govs: T&L & CBT</p>	<p>Most learning happens through the active, physical and creative media that learners consistently tell us is most motivating and engaging for them.</p> <p>Discrete skills are taught in focus sessions in small groups but are assimilated and generalised through an active, creative curriculum offer.</p> <p>It is essential that core subject targets are widely and effectively shared with leaders of active/ creative learning, so that opportunities are recognised and so that assessment information can be captured using Evidence for Learning.</p>	<p>Key Stage planning partner time.</p> <p>Links with outdoor learning, PE, creative arts, rural skills leads in planning groups. Teachers to provide core subject target information.</p> <p>Evidence for Learning available for all departments.</p>	<p>Student Council: Try to find out, from each Key Stage, "I learn best when.." so that teachers know if a more active, fun curriculum is working.</p> <p>SLT: Dip-ins to establish levels of active, creative learning against progress levels and learner engagement. Track discrete skill-development sessions and check for evidence of generalisation in physical learning.</p> <p>Govs: Meeting with Student Council to discuss their findings. Joint learning walk with Student Council to look at curriculum in action.</p>	<p>PCR evidence was very clear that learners are most motivated by physical, active and creative learning. This known level of high engagement should therefore be utilised to maximise learning and to make learning as relevant and practical as possible. All learners should have physical, active and creative opportunities every day. All parts of the day are a learning opportunity, including play, lunch and personal care times.</p>

Key Priority: Leadership Staff team members consistently demonstrate positive responses to setting boundaries and to exploring and understanding rules, modelling and supporting respectful, “friendship” behaviours. Learners are supported and expected to respect the diversity that exists across social groups; to acknowledge difference; to understand others and to take responsibility for their own behaviours. Families are involved in shared strategies to enhance tolerance, friendship and resilience.

School vision statement: “Everyone has a voice” (The People in our organisation)

What has to be done?	Who will report?	What do we have to do to achieve it?	Cost and resources?	Who will check it and what will they look at? (Monitoring reports)	What improvement will we see?
L1 “Everyone has a voice” respect and diversity week, demonstrates that everyone is different and that difference is to be celebrated.	Enrich Summer 18 Govs: FGB	Use of Proud2Be training materials. Contact families and representatives from as many cultural backgrounds as possible to offer input across the week. Cross-federation events to celebrate differences Inspirational people to visit. Link with Exeter Respect festival and Multi Faith week. Art/drama/creative writing projects to celebrate difference.	Group to plan. Family participation and interpreters as required. Proud2Be involvement. Potential VIP visitors? £200 per site.	Student Council: Everyone is different and it is important that we all understand and respect each other. It is easier to do that if we learn about each other and find out what makes us different. During a whole week at school, there will be lots of things to do from different cultures and people to meet who are all different for various reasons. SLT: Diversity and richness of the offer during “Everyone has a voice” week. Note the language being used to describe difference, questions being asked, understanding shown. Govs: Visit during Everyone has a voice” week to participate in events. Liaise with Student Council to gauge impact.	There is a greater understanding of our own increasingly ethnically diverse community through sharing and finding out. There is a tangible culture of differences accepted and celebrated so that we continue to enjoy schools where there is no bullying linked to difference. Our learners are ambassadors for difference in their communities beyond school because they have had the opportunity to explore, respectfully, openly and honestly, that which makes them and others different. They have the language to communicate difference and the understanding to support it.

<p>L2 “Respect Campaign”. A Student Council-led initiative to encourage everyone – staff and learners – to look after each other, our schools, shared resources and personal belongings. We should aim to use as little plastic as possible and we should all take responsibility for the environment around us.</p>	<p>Advocacy Leads Spring 19</p> <p>Govs: CBT</p>	<p>Student councils work with advocacy leads to plan the campaign, setting targets for each class and group of people, (including teachers, TAs, SLT and Governors).</p> <p>Signs and mottos to remind people to tidy up after themselves, look after things, don't waste resources and be nice to each other.</p> <p>Recruit “respect watch” people (could be a mix of staff and learners) across the schools, to point out things that need to get better and to praise people doing kind things or tidying up for others. Maybe a “Respect of the week” on the newsletter?</p> <p>Set up a Respect team and write an action plan. The team will have lots more ideas of its' own.</p>	<p>Time to plan. Staff meeting time to share Student council meeting time. Comms plan. Action plan.</p>	<p>Student Council: Shared areas in the school, like the library area, toilets, playgrounds, meeting rooms and staff room, are kept tidy and clean. People look after their own things and other people's. We look after the environment by picking up waste, not using plastic and not wasting things like paper.</p> <p>SLT: Vast reduction in single-use plastics. Improvement in school environments because shared areas are looked after. Everyone takes pride in the school.</p> <p>Govs: Evidence of looked-after learning environment and reduced waste, saving money and resources.</p>	<p>Every member of the community has equal responsibility to look after and respect the environment around us, the wider environment and the people in it. Shared areas are not “someone else's” they are ours.</p> <p>There is a drive to be plastic-free as far as practically possible and the Student Councils take an active part in demonstrating respect for people and the environment, both in school and in the wider community.</p>
<p>L3 There is an extensive TA development programme in place that provides the opportunity to carry out an in-service degree.</p>	<p>Termly reports Autumn 18 Spring 19 Summer 19</p> <p>Govs: CBT & T&L</p>	<p>Teaching School development: Please see Teaching School Action Plan.</p>	<p>(Teaching School plan). (Teaching school funding £60k year 1).</p>	<p>(Teaching School plan).</p>	<p>By providing an in-service degree and access to PGCE with Marjon or DPSCITT, we will be able to generate special school specific teachers with very advanced skill sets</p>

<p>L4 Social Groups, led by the Speech and Language Therapist, support learners to explore the nuances of social interaction and to develop the confidence to interact positively and meaningfully in a range of situations.</p>	<p>CDMT Spring 19</p> <p>Govs: T&L</p>	<p>Proposals for social groups to be prepared by SaLT. Class teams to provide “hot spot” areas to be developed in school. Families to be asked to provide “hot spot” areas to work on in home and community settings. Involvement from Advocacy Leads at all stages. Proposals discussed with E-Teams and links made with curriculum offer, (eg debating groups), to maximise resource by tapping into existing/ emerging learning opportunities. Lead teachers identified in targeted key stages, to facilitate groupings and support assessment.</p>	<p>SaLT time. Liaison with families (invite in for an event? Questionnaire out for ideas?). Lead teacher. Staff meeting time. Inclusion into curriculum planning.</p>	<p>Student Council: Bethan sets up groups where things can be discussed and tricky situations (when things go wrong, like arguments, people not understanding each other and things not turning out as expected), can be thought about and the group can think of things to do to make it better for everyone. SLT: Groups in place. Evidence of effectiveness through conversations with learners, families and teachers. Govs: Groups in place. Evidence of effectiveness through conversations with learners, families and teachers.</p>	<p>With skilled, structured support, groups of learners can work through, in a safe, accepting space, difficult social situations. Learners become increasingly resilient and able to manage the complexities of social interaction, because they have worked through situations and have been supported to devise strategies to cope. As a result, learners are increasingly included in social groups outside of school.</p>
<p>L5 There is a Senior Leader Team Introduction and Development Programme in place because there are new members of SLT. The team must understand their collective strengths and development areas and work together to make sure the federation continues to improve.</p>	<p>EHT Summer 18</p> <p>Govs: FGB</p>	<p>Small working party from T&L and CBT to devise suggested development programme for discussion with joint SLT. Emphasis on federation culture, vision and ethos; personal leadership style and self-reflection; coaching skills; facilitation skills; the skill mix across joint SLT; collaborative working and Teaching School development.</p>	<p>Times and frequency of programme to be decided, possibly attaching to SLT meetings. Teacher programme and MLDP to be used to inform programme. Facilitators identified. Resources, such as books and self-reflection tools. £100 resources (shared)</p>	<p>Student Council: Meet with everyone from the Senior Leadership Team and ask them all some questions, like the ones you ask people who want to work at the school. Give them your feedback so they know how to be even better leaders! SLT: Every member able to articulate and evidence their personal contribution to the team, strengths of the team as a whole and areas for team development. Govs: Operational and strategic roles are clear across SLT with no skill gaps. SLT have the capacity to improve the federation now and into the future. Any skills gaps are clearly identified and inform governor appointments going forward.</p>	<p>The vision of the federation is fully understood and upheld by the whole SLT. All members know their contribution and respect that of others. Decisions are made collaboratively, carefully and with the interests of learners at the centre. As a result of high quality senior leadership, leadership at every level is fostered and developed so that continuous improvement of the federation is ensured. Learners are assured of high quality provision, responsive to their needs, led by a team whose goal is that learners realise their dreams and ambitions in a safe, happy and respectful provision.</p>

<p>L6 Learners and personnel from the federation play a key role in developing and championing the “Ask me First” campaign which is part of the Local Authority SEND Improvement Strategy</p>	<p>EHT Autumn 18 Govs: FGB</p>	<p>“Engagement” Strand of DCC SEND Strategy. Champions for Change representatives talk to Student Councils about “Ask me First” and think of ways to tell everyone: families, staff, learners and governors. Champions for Change participate in conference for Devon County Council to launch “Ask me First” in the Autumn.</p>	<p>EHT chairs engagement strand of SEND strategy. Lead advocates sit on Engagement Strand group.</p>	<p>Student Council: Do you know about it? Do you think it is working? SLT: Do we use the strategy? How can we evidence that we do? How can we improve? Govs: Do we use the strategy? How can we evidence that we do? How can we improve?</p>	<p>(See Engagement action plan).</p>
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GOVERNOR MONITORING STRATEGY

- Learning walks for each of the three key priority areas. Chair and Vice Chair to liaise to arrange dates.
- Liaison with SIP to consider evidence for monitoring.
- Data scrutiny.
- Planned items in Executive Head's reports.
- Monitoring to be a regular agenda item in meetings. Responsibilities shared between Executive Committee and Full Governors meetings.
- Link Governor reports.
- Federation Development & Innovation Planning Day. Use of previous 3 x Executive Head's reports and overview of governor monitoring to provide overall evaluation of April 2018 – April 2019 plan and to inform Self Evaluation update. Use of summer strategic data linked to forward planning in this document, (annual plan priorities come from pupil data, person centred review information and focus on development of best practice. Longer term strategic thinking to inform how to prioritise wider service/ provision development).
- Strategy Day. Longer term strategic thinking and use of "trend" data to project future needs/issues. Vision, leadership, culture and ethos focus.
- Governors will take opportunities to meet with families and to gather key information from families.
- Presence at parents evenings at the Family Café and connecting with families via person centred reviews, using "what's working and what's not working" to gauge impact of developments.

FINANCIAL PLANNING

Funding for key priorities is reflected within the following budget lines:

Key Priority		Cover/ salaries £	Training/ consultancy £	Resources £	Curriculum/ specific budgets £	Capital projects £	Admin/ office £	External via fundraising or other sources £	TOTALS
Access	A1							£15k for play areas	£10,800 each school budget + £20k fundraising +£50k for ETC FF&E
	A2		£4.5k each			£1k each		£2.5k allocation from £50k ETC FF&E	
	A3							£5k for equipment	
	A4					£5k each			
	A5			£300 each					
	A6							£50k from ETC FF&E	
Curriculum	C2				£2,042.50 each				£2,042.50 each school budget
Leadership	L1				£200 each				£250 each school budget +£60k Teaching School bid
	L3							£60k Teaching School bid	
	L5		£50 each						

FORWARD PLANNING:

- Succession planning for further SLT change.
- Further development of Wayside Crescent site and curriculum.
- Opportunities for equitable KS4/5 provision at Bidwell Brook School.
- Increasing numbers across all sites.
- Development of 19-25 at Bidwell Brook School.
- Further development of 19-25 in Exeter with sustainable business plan.
- Keep abreast of further changes and developments Nationally in assessment and curriculum.
- Develop Teaching School services and establish SLEs. Develop links with network of special school teaching schools across South West.

GLOSSARY

AHT:	Assistant Headteacher	IT:	Information Technology
BB:	Bidwell Brook School	L2L:	Learn to Live
ETC:	Ellen Tinkham College based at Wayside Crescent, Exeter	L2L College:	Community Interest Company providing 19-25 service
ET/ETS:	Ellen Tinkham School	LA:	Local Authority
CAMHS:	Child & Adolescent Mental Health Services	LD:	Learning Disability
CBT:	Core Business Team (Commissioning, Finance, HR, Health & Safety, Premises), one of two Senior Leadership cross-federation teams	MSI:	Multi-Sensory Impairment
CCW:	Community Care Worker	NQT:	Newly Qualified Teacher
CDMT:	Communication & Decision Making Team	OT:	Occupational Therapist/Therapy
DHT:	Deputy Headteacher	PCP:	Person Centred Plan
EHCP:	Education Health & Care Plan	PCR:	Person Centred Review
EHT:	Executive Headteacher	Physio:	Physiotherapist/Physiotherapy
E-Teams:	Subject leadership teams:	PPE:	Pupil Premium Eligible (learners)
	- Empowerment - Core Subjects;	PPG:	Pupil Premium Group
	- Enrichment - Foundation subjects: humanities and arts;	PSHE:	Personal, Social and Health Education
	- Enable - Access to learning via therapies, specialist services;	QTVI:	Qualified Teacher for the Visually Impaired
	- Energise - physical learning, outdoor and adventurous learning, work experience, residential	RAG:	Red/Amber/Green system used for monitoring
EYFS:	Early Years Foundation Stage	SaLT:	Speech and Language Therapist/ Therapy
FFE:	Furniture, Fixtures and Equipment	SEND:	Special Educational Needs and Disabilities
FGB:	Full Governing Body	SENTient:	The Co-operative Trust of 10 Devon special schools (plus the Atkinson School, associate member), to which we belong
HR:	Human Resources	SIP:	School Improvement Partner
HSA:	Home:School Agreement	SLT:	Senior Leadership Team
HT:	Headteacher	SMSC:	Spiritual, Moral, Social and Cultural
ICS:	Integrated Children's Services	T&L:	Teaching and Learning, the second cross-federation Senior Leadership Team

as at 15th May 2017