



**INCORPORATING
DEVELOPMENT & INNOVATION PLAN
JANUARY 2022 – JULY 2023**

**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

5 Year strategic aims across the Learn to Live Federation



- **Improve pupil outcomes**
- **Enhance our provision and facilities**
- **Clear and consistent communication and engagement between all stakeholders. (Internal and External)**
- **Financial stability**
- **Ensuring expertise and leadership for all**
- **Empowering families and communities**
- **Keeping everyone safe**

Learn to Live Federation Development Innovation Plan 2021-2022

Federation Development and Innovation Plan – Priorities Jan 22 – July 23

Quality of Education

- Re-establish high and ambitious expectations for all pupils as the school continues to recover from Covid
- To further strengthen and develop the curriculum ensuring all elements are meeting curriculum intentions.
- To continue to develop our online learning platform and ensure that it is easy for pupils and families to use.
- Further Develop and embed an assessment pathway that maps and drive progress and informs effective planning
- To develop and enhance our schools' environment to support teaching and learning.

Behaviour and attitudes

- To effectively embed the relational approach into our practice to promote positive change, ensuring relational practice and strategies across the school effective
- To develop an understanding of more complex SEMH barriers to learning for staff and develop subsequent supportive approaches and strategies.
- To ensure good communication processes form a strong community that works together to produce the best outcomes for our children and young people.

Personal Development

- To ensure the needs of different groups of learners are further enhanced through more sharing of staff expertise and best practice across the Federation.
- Creativity is well taught across the curriculum enriched by specialist music opportunities, activity days, arts weeks, drama

Leadership & Management

- To ensure that all Middle leaders are able to articulate succinctly the quality of education in their respective areas- namely the curriculum intent, the quality of teaching and the impact (outcomes).
- Leaders at all levels to have identified areas of their leadership skills that they need to improve and have set in place learning opportunities to address
- Ensure knowledgeable skilled staff at all levels that are effective, know what they are doing and why.
- To ensure that our schools are financially sustainable, delivering best value for our students.
- Continue to ensure that we have robust safeguarding in place for our children, young people, and staff across our federation

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Quality of Education			Lead: Teaching & Learning SLT (Senior Leadership Team)	
Key Priority's			Monitored in senior and middle leadership mtgs on:	
> Re-establish high and ambitious expectations for all pupils as the school continues to recover from Covid-19 > To further strengthen and develop the curriculum ensuring all elements are meeting curriculum intentions. > To continue to develop our online learning platform and ensure that it is easy for pupils and families to use. > Further develop and embed an assessment pathway that maps and drive progress and informs effective planning > To develop and enhance our schools' environment to support teaching and learning			Reports for governing body:	
Priority	Intent	Implementation	Who	Impact
QE1	To update and continue to develop our comprehensive literacy, numeracy and PSHE curricular	Each subject to develop and facilitate termly teacher staff meetings to cascade developments and updates	Empowerment Team - Cross Federation Core Subject Leads	<ul style="list-style-type: none"> • Resources for all core subjects are age appropriate, diverse, engaging and challenging • Pupils and parents understand the curriculum and how it is being delivered • Pupils are able to recognise signs of abuse and know how to disclose
		Design and implement targeted maths intervention programme		
		Consolidate and disseminate whole school approach to literacy and reading.		
		Improve delivery of PSHE knowledge-based curriculum offer and upskill staff. Ensure safeguarding updates in accordance with KCSIE (Keeping Children Safe in Education) are included		
		Improve communication across the Federation and Key Stages to support staff to deliver RSE (Relationships and Sex Education) effectively. Set up PSHE 'clinic' to work together specifically on subjects which are challenging, e.g., changing bodies in RSE, across the Federation and Key Stages.		
		Review our curriculum Intent policy and ratify at Governors		
QE2	Evaluate Federation wide assessment methods to ensure that clear pupil progress is evidenced throughout the curriculum offer.	Review and map qualifications offer	DH upper School curriculum	<ul style="list-style-type: none"> • Over 27% of pupils are accessing and achieving nationally recognised qualifications. • All pupils meet or exceed over 80% of their individual targets from the previous 12 months at the summer data drop.
		Ensure appropriate tools are in place to support baselining and assessment of pupil progress.		
		Develop staff skills and knowledge of delivery of nationally recognised qualifications.		
		Review Evidence for learning subscription	DH Lower School curriculum	
QE3	To ensure the curriculum throughout the school is consistent in challenging the least and most able.	Increased range of KS4 options so students can make more informed career / college choices in the future. Refer to the 8 Gatsby Benchmarks. Link curriculum to personal career interests/ pathways. Ensuring there is enough challenge for the more able	DH's Assessment & Curriculum	<ul style="list-style-type: none"> • More choice is available for KS4 and 5 pupils to start them exploring various careers pathways open to them. • Students make significant and measurable progress in developing their work-related learning skills • Teaching strategies and resources consider pupils individual needs • PE (Physical Education) lessons have a balance of supporting physical development, whilst providing a broad curriculum
		Establish a multi-sensory working party with the aim of agreeing a whole school approach to supporting pupils working at the pre-formal curriculum		
		Develop outdoor learning spaces both communal and individual class outdoor spaces.		
		Review and develop Physical education curriculum to ensure breadth of relevant components and delivered to ensure equality of access.	PE Lead	
QE4	To build a careers programme that starts with the primary department and prepares children and families for the transition to adulthood	To build opportunities into curricula from the early years for pupils to develop their understanding of meaningful and appropriate workplace opportunities. Creating more opportunities for pupils to experience the word of work – where appropriate – and to attend careers events.		<ul style="list-style-type: none"> • Pupils from the earliest years have aspirations for future employment. • Pupils make significant and measurable progress in developing their work-related learning skills • Pupils to have access to a wide range of work-related learning and work experience options to make informed decisions regarding future work placements. • Pupils transition to positive destinations which relate to their preferred choice. • Improved community engagement and SEND (Special Educational Needs and Disabilities) employment rates
		Further develop and fully implement a Federation-wide Careers programme		
		Re-establish community-based work experience		
		Identify a Career Link Governor		

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		<p>Careers Lead to complete Level 6 funded qualification</p> <p>Improve IAG offer to ensure pupil transitions to the right positive destinations</p> <p>Evaluate and review our transition reviews (year 9 and above) to ensure they prepare pupils for adulthood as much as is possible – including work with post 19 providers</p> <p>Provide vocational options through links with cultural organisations and other providers</p> <p>Develop a more thematic / project approach to curriculum that provides better preparation for real world activities</p> <p>Regular meeting with Enable team to ensure all pupils that require it have a comprehensive approach to AAC (Augmentative Alternative Communication).</p> <p>Enable Team to work alongside class teams to challenge and build a common language and understanding of next steps for individuals in their communication journey.</p>	<p>DH upper School curriculum</p> <p>FE (Further Education) Transition Leads DH'S Assessment & Curriculum</p> <p>Enable Team</p>	
QE5	To extend online learning offer enhancing students' ability to transfer learning to new & different settings and situations	<p>Build on the use of technology as a life skill and means of engagement with the world around us.</p> <p>Federation online learning platform is updated to ensure that is easy to negotiate, clear and easy to understand; can be accessed independently (in at least most cases)</p> <p>On line learning platform provides opportunities to support learning through pre- and over- learning, deepening understanding, embedding, and enriching learning already taking place in school;</p> <p>Home learning offer directly corresponds with the themes and topics that are being taught in class and can be accessed if students are not accessing school or for home learning to complement the curriculum;</p> <p>Online learning platform is manageable for staff to create and maintain, working collaboratively across the Federation to ensure consistency of offer</p>	<p>AHTs & Home Learning Team</p>	<ul style="list-style-type: none"> Families will be supported to access online learning relevant for their child/young person and can contribute to conversations about learning and opportunities for enrichment in school Pupils will have access to appropriate learning opportunities outside of the school day to enrich/embed learning including opportunities to practise subject specific vocabulary at home; Staff work collaboratively across the Federation increasing opportunities for creativity in planning as well as reduction in workload and sharing of good practise.
QE6	To ensure the learning environment promotes positive engagement and support behaviour strategies Establish effective communication strategies and learning environments	<p>Audit classroom spaces and teaching resources available. Allocate budget to ensure the learning environment is appropriate and engaging for the learners</p> <p>Review the use of non-classroom spaces alongside current student cohort and improvement priorities. Ensure best use is made of all spaces.</p> <p>Improve outdoor facilities at all sites. Initiate or continue fundraising projects to ensure external areas are challenging, engaging and age appropriate for the learners at each site.</p>	<p>T&L SLT Enable team</p>	<ul style="list-style-type: none"> Enabling Learning environments support and enhance pupil progress All classrooms are engaging and support good learning and behaviour. Non-classroom spaces meet the needs of existing learners in the best possible way By Sept 2024, all outdoor spaces are interesting and fun, inclusive and available all year around.

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Behaviour & Attitudes			Lead: Teaching & Learning SLT (Senior Leadership Team)	
Key Priorities				
<ul style="list-style-type: none"> ➤ To effectively embed the relational approach into our practice to promote positive change, ensuring relational practice and strategies across the school effectively support pupils who are communicating through challenging behaviour ➤ To develop an understanding of more complex SEMH (Social and Emotional Mental Health) barriers to learning for staff and develop subsequent supportive approaches and strategies. ➤ To ensure good communication processes form a strong community that works together to produce the best outcomes for our children and young people 			Monitored in senior and middle leadership mtgs on: Reports for governing body:	
Priority	Intent	Implementation	Who	Impact
BA1	To employ a more consistent approach positive behaviour support	Through the Timpson Project, identify how we can embed the relational approach into our universal practice. - Research and agree consistent approach to promoting positive behaviour for our less typical pupils. One that has benefits for the whole community. Explore evidence-based interventions and explore best practice to feed into action plan (e.g., nurture units, attachment-based mentoring) Develop action plan for implementing targeted relational/ attachment interventions Deliver whole school training on a universal approach to positive behaviour support – Timpson Project Develop a planned programme of interventions with clear baseline and success criteria	DH Access & CDMT	<ul style="list-style-type: none"> • There is a common approach to promoting positive behaviour that is used across the school that benefits all pupils, including those who display behaviours that challenge • Development of core documents to include relational support plans and rich, pupil-centred information. • High quality relational support plans in place for all students
BA2	To further develop open clear lines of communications encouraging co-operation and collaboration from all stakeholders. To ensure there is effective two-way communication at the heart of our Federation, which can be understood and accessed by all. To further promote the Federation within the local community, Devon-wide and regionally.	Capture views of all stakeholders to inform www and EBI – create a safe and supportive environment where all stakeholders feel comfortable to express their thoughts and ideas and are responded to. Produce a Federation Communication Strategy – to ensure clarity in direction of our 21 st century special school environment, improving stakeholder engagement and clearly marketing the Federation vision and values as we move forward. Review internal and external communication channels to ensure they are purposeful and meaningful, ensuring we maintain integrity and professionalism. Explore ways to enhance the communication routes between Devon LA and families via the Federation (SEND strategy) Review current comms channels and refine, where necessary, to facilitate clear, impactful and relevant messaging. Focus of newsletters - to inform, challenge and celebrate. Governors meetings to feature slideshows of schools in action Review the Federation's digital footprint ensuring we are being clear, concise, professional and safe in our content.		<ul style="list-style-type: none"> • Effective lines of communication are in place for both schools' communities and stakeholders, building and fostering a safe learning environment where everyone can thrive prosper and learn. • Communication lines have direct and indirect influence on pupil outcomes. • Clear communication channels will help mitigate risk to the Federation
BA3	To ensure there is a comprehensive understanding of and implementation of a total communication approach and a variety of communications systems ensuring everyone has a voice. Staff to be able to model fluently when having conversations with pupils who use AAC systems	Specific communication training for new staff and enhance confidence for others through regular meetings with enable team to enhance fluency and provide space for problem solving together Develop progression pathway for use of visuals and AAC – shared in staff meeting. Regular meeting with Enable team to ensure all pupils that require it have a comprehensive approach to AAC. Enable Team to work alongside class teams to challenge and build a common language and understanding of next steps for individuals in their communication journey Work with local arts and cultural organisations, for example visiting poets, musicians, artists, that increases the minority visibility, provides positive role models, and helps the whole community better understand others' lived experiences.	Enable Team Lead by SALT & DH Access	<ul style="list-style-type: none"> • All school staff are fluent and confident users of total communication approaches as well as Eye Gaze and other approaches to assisted communication • Outstanding communication provision differentiated to need. Every pupil has a voice.

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<i>Personal Development</i>			<i>Lead</i>	
Key Priorities				
> To ensure the needs of different groups of learners are further enhanced through more sharing of staff expertise and best practice across the Federation > To ensure creativity is well taught across the curriculum enriched by specialist music opportunities, activity days, arts weeks, drama				
Priority	Intent	Implementation	Who	Impact
PD1	To further develop the musical element of our curriculum to aid expressive non-verbal communication	To investigate music curriculums that are suitable for students of all ages To audit, purchase and allocate musical instruments in all 3 settings Develop staff CPD around music delivery Audit music equipment and resources across the Federation	Enrichment Team	<ul style="list-style-type: none"> • Improvements in pupils self-esteem and self-efficacy are evident. • Pupils are able to use music to support emotional regulation • Pupils show an improvement in their listening and social skills as well as in their collaborative working • Improved coordination, specifically hand-eye coordination
PD2	To extend the range and context of outdoor learning opportunities available to all pupils	Work experience assistant employed to increase the amount of work experience placements students can access Ensure our outdoor learning 'in-house' offer is equitable, exciting, challenging and memorable for students across the Federation. Identify gaps in each schools' outdoor learning offer. Improve and extend provision. Map out residential offer to ensure we have a clear, fair and achievable offer across the federation	Energise Team	<ul style="list-style-type: none"> • Increased community engagement opportunities for all pupils
PD3	To provide opportunities throughout the year for the curriculum and its enrichment to reflect the diverse communities in which we live, including gender identity, and making sure that minority groups are better represented and more visible across our Federation.	Map, Timetable and resource a three year rolling programme to ensure a rich range of events and activities that celebrate and educate the school community about our diverse world – build into the curriculum plan to ensure all subjects plan a curriculum that reflects our diverse curriculum Work with local arts and cultural organisations, for example visiting poets, musicians, artists, that increases the minority visibility, provides positive role models and helps the whole community better understand others' lived experiences.	Enrichment Team	<ul style="list-style-type: none"> • All pupils are able to recognise themselves and others in the displays, texts, lesson themes, and resources. • Staff are confident talking to pupils about gender identity • Curriculum visitors to the school ensure rich and diverse representation within the school

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Leadership & Management				
Key Priorities				
<ul style="list-style-type: none"> ➤ To ensure that all Middle leaders can articulate succinctly the quality of education in their respective areas- namely the curriculum intent, the quality of teaching and the impact (outcomes). ➤ Leaders at all levels to have identified areas of their leadership skills that they need to improve and have set in place learning opportunities to address them. ➤ Ensure knowledgeable skilled staff at all levels that are effective, know what they are doing and why. ➤ To ensure that our schools are financially sustainable, delivering best value for our students. 				
➤ Continue to ensure that we have robust safeguarding in place for our children, young people, and staff across our federation				
Priority	Intent	Implementation	Who?	Impact
LM1	To utilise partnerships with other providers, schools, and settings to ensure the federation middle leaders play an integral role in developing their curriculum areas and are able to clearly articulate their intent.	Work with external partners (SENTIENT, SWIFT, SWALSS) to support development of middle leaders – providing opportunities to develop confidence, pedagogy and to be able to articulate their subject/key stage intent and implementation. Encourage networking opportunities. Provide opportunities for Key Stage Leads to work collaboratively cross Federation Offer termly mentoring/coaching opportunities with senior leaders.	T&L SLT	<ul style="list-style-type: none"> • Leaders at all levels are supported to grow and develop whilst ensuring that needs of those with the most complex needs are met through robust pedagogy
LM2	To further increase governors' understanding of the work of the school, and continue engagement between governors, school, pupils, parent/carers. To further foster and develop governors' knowledge and understanding of their role	Develop recruitment and development plans to replace governors over time. New governors to undertake federation based and professional induction training. Develop a mentor system linking new governors with established ones. Governors to visit the schools in order to be able to undertake their monitoring role. Visits should always have a focus linked to the strategic priorities. Visits should be arranged in accordance with an agreed protocol which is communicated in advance to governors and school staff involved in visits Governors to engage with NGA e- newsletters, magazines, conferences and/or focussed training opportunities linked to the annual cycle of business. Governors to regularly review the content, format and frequency of the information requested from leaders to ensure it remains useful and effective, while remaining mindful of workload implications Governors to be involved in all stages of the strategic planning cycle, including the previous year review and the setting of the priorities for the upcoming year to reflect the challenges and opportunities that the federation faces. Governors to prepare an annual report for parents		<ul style="list-style-type: none"> • Governance is strategic. • Governors are able to form their own analysis of the Federations performance. • Governors set challenging targets for performance at all levels and communicate impact with a range of stakeholders
LM3	Secure supervision arrangements to connect leadership to the experience of staff working with young people day to day, ensuring that safeguarding remains at the forefront of everyone's minds.	Plan and deliver regular supervision opportunities – allowing for opportunities to have robust safeguarding discussions in a practical but developmental way. Acting as a check and balance against whether training is actually making a difference in practice. Supervision also means staff feel less alone, more a part of the organisation and empowered to make a difference to children and young people. Ensure all staff are up to date with The Liberty Protection Safeguards (LPS) which will take over from the Deprivation of Liberty Safeguards (DoLS) in April 2022. Develop and deliver staff training - LPS aims protect the human rights of people who lack capacity to consent to arrangements for their safety and well-being, when those arrangements will deprive them of their liberty. Consult and agree on a plan to promote and support leadership wellbeing – leaders as role models of resilience and self-care Reflect on the role of class champions to ensure they are well-placed to supporting others in their roles	Designated safeguarding Leads	<ul style="list-style-type: none"> • Safeguarding supervision is a regular, planned, accountable two-way process offering emotional support and supporting the development of knowledge, skills and values of staff
LM4	To ensure the school buildings meets the changing needs of the evolving cohort	HOLLOW LANE SITE Ensure safety at Hollow Lane Site – gates for front and back of the school site. Reinforce main reception door with a magna lock. Refurbish toilets in the building to ensure they are fit for purpose COLLEGE Ensure sustainability – liaise with LA to find additional provision for post 16 students Develop business plan LEARN TO LIVE 19-25 look to expand our 19-25 offer. Explore opportunities to expand into other localities – as satellites - a hub and spoke model. Develop a robust business plan. Liaise with Local Authority. BIDWELL BROOK Audit spaces and how, with the new build, upper school provision needs are being met. Consider low level adaptations.	EHT, CBT & Governors	<ul style="list-style-type: none"> • The buildings meet the needs of our complex group of pupils . • Young people are supported to consolidate, develop and transfer skills into meaningful learning and work opportunities within the local community
LM5	To review the school's leadership, management and staffing structures and opportunities to ensure sustainability, diversity, and equal opportunity for professional development	To review the existing staffing structures to ensure they are fit for pupils now and in the near future, whilst being cost effective To create a succession plan for school leaders at all leaders that offers opportunities and pathways for existing and emerging leaders. Robust CPD (Continued Professional Development) for all staff – targeting actual needs. Using outcomes from Professional development meetings to target whole school, federation wide as well as individual CPD needs leading to everyone becoming more closely involved with training and development initiatives in order to continue to refine our knowledge and skillset. In doing this, we will ensure and enable all pupils to reach their full potential and 'Everyone is the best they can be.'	EHT & CBT	<ul style="list-style-type: none"> • Leaders at all levels have opportunities to progress within the federation • Staff have an increased understanding of the relationship between school development and personal development. • All pupils are enabled to reach their full potential and 'Everyone is the best they can be.'