

Sperrinview Special School

School Development Plan Sept 2019

Full Report

Background Information

Sperrinview Special School Background Information

Sperrinview School currently caters for 131 pupils with severe learning difficulties, from pre-school to 19 years. The pupils are drawn from South and East Tyrone. Sperrinview is a co-educational, inter-denominational, controlled, day school.

This purpose-built school, located less than one mile from the centre of Dungannon, was first occupied in September 1996 and officially opened in September 1997. A two-phase extension comprising four new classrooms, a sensory room, a teaching kitchen, bathroom and bedroom and a leisure area, was completed in May 2012. Pupils moved into phase one at the beginning of December 2010 and into phase 2 at the beginning of September 2012. Two additional mobile classrooms were placed on site during the 2014-2015 year and a replacement mobile in the 2015-2016 year. The entire school is well equipped, and has several specialised rooms including one for each of the therapists, ie Speech and Language, Occupational and Physiotherapist. There is also a sensory garden, woodland classroom, tree trail and maths trails as well as recently upgraded specialised play areas [including a green gym], a sensory intervention room, white room, soft play room and a library.

The Principal, Vice Principal, 17.3 teachers and 39.8 classroom assistants combine to plan and implement programmes for pupils.

In addition the therapists [referred to above] have input, as per recommendations in pupils' statements of special educational needs. A number of other people including the secretary, caretaker, kitchen staff, supervisory assistants, cleaners, bus escorts and drivers also make valuable contributions to school life.

Pre-school children attend for either a morning or afternoon session. The main school population is divided, on the basis of need into seventeen classes.

The Junior section of the school includes pupils from Pre-School, JA1, JA2, JA3, JA4, JA5, J1, J2 and Rainbow. Middle school consists of Classes Butterfly, MA1, MA2, M1 and M2 and the senior school comprises Classes Starlight, SA1, S1 and T1.

Pupils are given opportunities to explore the wider community through frequent environmental visits. Participation in events such as the local festival and feis, visits to theatres and involvement in events organised with/for other schools/colleges, provide opportunities to integrate. Work experience placements and careers education programmes, including visits to local industries, are further examples of community links.

Roles and Responsibilities

Principal - Paula Jordan

Pastoral Care, Parental Involvement, Maintenance, Governors' Report, Prospectus, SDP, School Register, Secretary to BOG, Weekly Calendar, Minutes of Meetings, Admissions, Recording, Reporting & Assessing, Budget, Transition, Policies, Paperwork, Transfer, Annual and Transition Reviews, School Inventory, Safeguarding Team Member

Vice Principal - Ruth Walker

Head of Senior School, SENCO, Subbing, Induction for New Staff, Designated Teacher, BT/EPD, Teacher/Tutor, Post 16 Provision, BOG Teacher Rep, Transport, Student Placements, Behaviour Management, Staff Handbook, Risk Assessment, Exams Officer, First Aider

Senior Teacher - Shaunagh Duffin

Head of KS1/2, 52 week Contracts, Residentials, C2K, Sacraments, First Aider, H/S Liaison, Deputy Designated Teacher

Senior Teacher - Julie Coert

Head of Foundation, 52 week Contracts, First Aider, Early Years' Liaison, Start of Year Paperwork, Admissions, Deputy Designated Teacher

Senior Teacher - John O'Hare

Head of Middle School, Summer Schemes, Team Teach, Risk Assessments, Behaviour Management, Deputy Designated Teacher

Ruth Walker

Literacy

Literacy Team - Julie, Kerrie, Catherine, Laura, Paula K, Shaunagh and Mark

Accreditation, SLT & see above

Michelle Tolan

Numeracy, Sperrinmag [Jnr]

Numeracy Team - Cecilia, Jo, Kyle, John, Margaret, Brian, Alana and Joanne

Brian Duffy

ICT, SIR & White Room, Sensory Garden, Front Screen

ICT Team - PJ, Ruth, Shaunagh, Alana, Mark, Heather & Mary

Heather Rowe

Wold Around Us, Environment & Society, Bio Diversity, Woodland Classroom, Library

Kyle Reid

Science and Technology, Sentinus, Young Innovators, Bio Diversity, Mini Enterprise

Paula Kelly

PDMU/PD, RSE, PR, Accreditation

Mark Ferguson

Music & Drama, Productions, Festival, Feis

Alana Greer

Autism

Shaunagh Duffin

Assemblies, Religious Events, FHC, Confirmation SLT & see above

Jo Bell

General Resourcing & Central Store

Catherine Savage

Home Economics, Charity Links

John O'Hare

Citizenship, Rights Respecting & Eco Schools, Bio Diversity, Sperrinmag [Mid]

Laura Grimley

Employability/CEIAG, Road Safety

Cecilia Broomfield

Assessment, QUEST & Q-Skills, Sperrinmag [Snr], PMLD

Julie Coert

Outdoor Play, Leisure, ABL, Sensory Garden SLT & see above

Mary Buchanan

PE & Swimming, School Council

Kerrie Cunniffe

PE & Sports Day

Management Structure 2019-2022

Miss Paula Jordan Principal

Ms Ruth Walker Vice Principal/Head of KS5 /J1

Mrs Julie Coert Snr Teacher/ Head of Foundation/PS

Miss D Shilliday, Mrs L McGahie/Miss H Forsythe, Mrs R Fee

Mrs C Savage JA1

Mrs W Clarke/Miss H Forsythe, Mrs J Gormley

Mrs M Tolan JA2

Mrs U Field, Ms H Turner

Miss K Cunniffe JA3

Mrs F O'Connor/Mrs M Hegarty, Ms A Lee, Mrs S Johnston

Ms R Walker/Mrs M Higgins J1

Miss G Maye, Mrs A Kelly

Mrs Shaunagh Duffin Snr Teacher/ Head of KS1&2/Rainbow

Mrs S Ross, Mrs E Gervin, Mrs E Corr

Ms J Bell JA4

Mrs H McCammon, Mrs L Campbell/Mrs M McCann

Mr M Ferguson JA5

Mrs J Montgomery, Mrs W Hobson/Miss H Forsythe

Mrs H Rowe J2

Mrs D Fenton/Mrs M Hegarty, Mrs H Conn/Mrs M Hegarty

Mr John O'Hare Snr Teacher KS3&4/SA1

Miss J Morgan Butterfly

Mr S Ferguson/Miss S McKee, Ms P Tyres

Miss A Greer MA1

Miss S McKee/Mr S Ferguson, Mrs M McAliskey/Miss L McCammon, Miss L McCrory

Mr K Reid MA2

Mrs S Cuddy, Mrs M Devlin/Mrs B-J Hedges, Mrs S Johnston

Mr B Duffy M1

Mrs S Naylor

Mrs L Grimley M2

Mrs A M Murphy/Ms E Kerr, Mrs A McCann

Ms Ruth Walker Vice Principal/KS5 /J1

Mrs C Broomfield Starlight

Miss H Courtney, Mrs D Harvey, Mrs S Bleeks/Mrs M Laverty

Mr John O'Hare Snr Teacher/Head of KS3&4/SA1

Mr E Mallon, Mrs M Daly/Mrs C Hazelton, Mr D Hill/Mrs C Hazelton

Mrs P Kelly S1

Mrs K Kowalska, Miss N Vallely

Miss M Buchanan T1

Mrs S Conlan, Mrs D Vincent

Mrs N Rankin [Float]

SDP Regulations

School Ethos

1: A statement and evaluation of the ethos of the school.

Summary/Assessment

Vision: _

In Sperrinview we are a school community who offer a quality education where all will be **enabled** to learn new and exciting skills, **encouraged** to explore a world of possibilities and **empowered** to reach for the stars!

School Motto:

"Where Pupils Come First"

Ethos and Environment:

Welcoming

Happy and caring

Organised and well-equipped

Facilitating learning

Opportunities for fulfilment

Challenging and stimulating

Peaceful and calm

Enriching experiences

Listening to all

Developing self

In Sperrinview we aim to:

Provide quality, child-centred, holistic education

Promote communication

Develop personal and independent living skills

Celebrate achievement, building self-esteem and confidence

Foster links with families, schools and our local and global communities

Evaluation

We conduct a survey of all stakeholders every three years, the most recent being during April 2019.

The ethos was evaluated by pupils, parents, staff, governors, link schools and other external link agencies as part of the consultation process for this School Development Plan [SDP].

There was very strong support from all stakeholders as to the welcoming, caring ethos. To support this evidence the following statements are taken from the survey:

Pupils

"Best part of school day - therapy, the staff, friends..."

"One thing I like about my school is good friends, friendly staff, people here are kind and care..."

Parents

100% of parents feel they are always made to feel welcome at school

"The school is warm and welcoming and looks after the pupils so well. It is so reassuring when the children go there as we know they are safe and well looked after."

"Very welcoming school that is always there to support parents and pupils."

Staff

100% of teachers feel staff provide an environment which supports, challenges and stimulates learning

"The staff working together as a team, for the best interests of the children."

"Positive ethos, children are valued and respected. Teachers and classroom assistants work well as a team."

Governors:

100% of Governors feel welcome, valued and respected in the school.

"The school has a strong child-centred approach and the staff encourage all the children to make the very best of their ability to enable them to reach achievable goals."

"The child centred approach"

External Links:

100% of External Links feel staff demonstrate a good attitude to the link.

"In my professional opinion a particular strength of Sperrinview is the excellent relationship all staff and Principal have with families."

"Warm, welcoming and very friendly environment! "

Priority Areas for Improvement

Two of the priority areas for improvement are:

Improve Staff Attendance

Develop, implement and embed a Nurturing Ethos

Curriculum Review

2a: Learning, teaching, assessment, and promoting the raising of standards of attainment among all pupils, in particular in communication, using mathematics and using Information and Communications Technologies (ICT)

Summary/Assessment

At Sperrinview we adhere to and supplement the statutory requirements of the NI Curriculum. Within the broad, balanced curriculum offered, particular emphasis is placed on the development of communication, using mathematics, using ICT and PDMU/PD.

For each area of learning the school maintains a policy, half-termly planners for each class, a bank of Learning Intentions and IEPs twice a year for each pupil. Lines of progression are currently being created for Literacy, Numeracy and ICT.

In devising the plans, teachers take cognisance of the prescribed programmes of study for each subject and the individual needs of each pupil. Teachers refer to the individual Statements of Special Educational Needs as appropriate.

The use of ICT is promoted throughout the school, from the use of cameras to record pupils' work and activities, switches to promote cause and effect and communication, to the use of interactive white boards, plasma screens, Apple TVs, iPods and iPads to access the curriculum and information.

The teachers of Sperrinview are committed to applying a range of teaching and learning strategies that are fit for the purpose intended. In Sperrinview we recognise the individuality of pupils' learning needs, provide equality of opportunity and access for all pupils; develop lines of progression which maintain breadth, balance, relevance and coherence; maintain an emphasis on active learning through thinking, doing and problem-solving, make pupils' learning relevant to the community in which they live; promote independence at an appropriate level for all; constantly enrich learning resources; use a variety of teaching strategies, monitor progress and recognise and reward achievement at all levels.

We undertake baseline [at the beginning of each school year], formative [continuous assessment within class which guides learning content and approach] and summative [recording of overall achievement at a particular time] assessment and from each we hope to use the information in a diagnostic sense to set and review individual and class targets on a regular basis.

In Sperrinview we strive to make every child feel valued and we actively seek to foster strengths in any areas. We try to raise pupils' self-esteem by encouraging and praising them as appropriate for learning and positive behaviours and pupils' achievements are regularly celebrated.

Evaluation

The ETI inspection which took place in January 2016 stated:

"The pupil's progress across all areas of the curriculum is tracked and monitored rigorously by class teachers, subject co-ordinators and the school leadership."

Learning and teaching is monitored through PRSD and class observations carried out by the Principal. Oral and written feedback is given to teachers.

Each subject leader also carries out at least one observation in each of the three blocks of the school [junior, middle and senior] each year, to observe learning and teaching in their area of responsibility.

Subject leaders gained a greater overall understanding of the progression of their subject throughout the school. They were able to extract elements of good practice and these were shared with all teachers in term 3 each year.

IEPs are evaluated on an ongoing basis.

Minutes from SLT and teacher meetings.

Learning and Teaching Policy and Assessment, Recording and Reporting Policy.

To support this evidence

the following statements are taken from the 2016 Stakeholder Survey:

Pupils

Favourite schoolwork includes: PE, Literacy, Numeracy, Science and group work

Parents

100% of parents felt that teaching was of a good or better standard.

100% of parents feel that the curriculum is exciting, interesting and meaningful to their child

Staff

93.67% of staff feel that the learning experiences are of a high quality

92.71% of staff are aware of how well the school is performing

Governors

100% of Governors feel that subject leaders are aware of their role in bringing about improvement

Priority Areas for Development

Development of Total Communication throughout school

Introduction of Literacy, Numeracy and ICT lines of progression

2b: Providing for the special, additional or other individual educational needs of pupils

Summary/Assessment

The provision of a range of support mechanisms to meet the individual needs of pupils has been a major strength of the school for a number of years and recognised as such by pupils, parents, staff and the wider community as well as by ETI through inspection.

In Sperrinview, all staff are committed to providing for the special, additional or other individual educational needs of the pupils.

Classes are generally divided on the basis of age; however there are some exceptions to this to ensure that individual needs are appropriately met. Staff are deployed to best meet the needs of the individual pupils.

All staff are trained in a variety of techniques and skills to meet the diverse individual needs of the pupils and to ensure that we provide a disciplined, happy environment in which every pupil can strive for full academic, personal, social and spiritual potential.

There is a nurture class in junior and senior school for those pupils who display severe and persistent challenging behaviours. There is also one class in junior school and one in middle school for pupils with ASD. There are two classes, one in junior and one in senior block, for pupils with PMLD. These classes have smaller pupil numbers and higher staff ratios.

There are 108 pupils in the school, all of whom have severe learning difficulties. Of these 44.28% are on the Autistic Spectrum, 16.2% have profound and multiple learning difficulties, 5.4% have severe and persistent challenging behaviour and 25.92% have Epilepsy.

Evaluation

The report made following the ETI inspection in January 2016 stated:

“The strengths of the provision include the nurturing and supportive environment for pupils with additional needs, such as challenging behaviour and profound and multiple learning difficulties, and the school’s commitment to meeting their complex needs.”

Annual, transition and transfer review paperwork. Autism Policy, Administration of Drugs Policy and Guidelines for the Management of Pupils with Severe Challenging Behaviours Policy.

During the survey undertaken by school in April 2016, the following was noted:

Parents

100% of parents feel that the school encourages their child’s personal and social development

91.66% felt that staff had high expectations of pupils

Staff

88.55% felt that staff have realistic high expectations of all pupils

92.71% felt that staff ensure that the pastoral care,, health and educational needs of pupils are met effectively

Governors

100% of Governors felt that pupils were encouraged to work to the best of their ability

100% of Governors felt that pupils enjoy school

Priority Areas for Development

Create a second class in junior schools for pupils with ASD

Create an additional class in middle school for pupils with PMLD

2c: Promoting the health and well-being, child protection, attendance, good behaviour and discipline of pupils

Summary/Assessment

Healthy living is promoted throughout the school.

Home Economics, Personal Development/Personal Development and Mutual Understanding, Relationships and Sexuality Education and Physical Education classes promote a healthy lifestyle.

Policies on Play and Activity-Based Learning and Healthy Eating also complement a healthy lifestyle.

The provision of a healthy menu from the school kitchen and the healthy options available at breaktimes also assist in our aim to be a healthy school.

A wide range of opportunities to exercise are provided to pupils through timetabled PE lessons and through the provision of external sports coaches, eg soccer, GAA, Disability Sports NI, swimming, Riding for the Disabled etc. Pupils also participate in sporting activities with other schools eg Rotary Club Football, Swimming Galas, Zumbathons etc

The school has extensive grounds comprising a variety of age-appropriate playgrounds, a MUGA, a sensory garden, an adventure playground and a woodland classroom. These are all used by classes to promote the use of outdoor facilities and enhance a healthy lifestyle.

The protection of Children and Vulnerable Adults is paramount in the school. All policies relating to Child and Vulnerable Adult Protection are in line with DE Circulars 1999/10, 2006/06, 2006/07, 2006/08, 2006/25 Safer Recruitment Practices, Circulars 2012/19 and 2013/01 Disclosure and Barring Arrangements and Circular 2014/27 Managing Information of Persons Who Pose a Risk to Pupils. [or any DE guidance on Child Protection which replaces these] and the Southern Area Child Protection Procedures. Account has also been taken of the recommendations of the Report of a Statutory Enquiry into Child Protection Matters at Cabin Hill School published on 25 January 2005.

Staff are updated annually in these areas and are totally committed to safeguarding the needs of the young people in our care. Ms Ruth Walker is the Designated teacher for Child Protection and Mrs Shaunagh Duffin, Mrs Julie Coert and Mr John O'Hare are the Deputy designated teachers. Mr Ken Montgomery is the Governor with responsibility in this area and Miss Paula Jordan makes up the final member of

The school's Pastoral Care Policy is an umbrella policy which incorporates Child and Vulnerable Adult Protection, Promotion of Positive Behaviour, Anti-Bullying, Induction, PD/PDMU plus other policies relating to the pastoral care and well-being of students, staff and volunteers.

Pupil attendance is generally good, but is frequently impacted on by the complex medical needs of some of the pupils.

One of the teachers, Mrs Julie Coert, has responsibility for Home/School Liaison in the school. She consults with teachers in all classes regarding content of home/school books, attendance issues etc as appropriate. She will act on issues in need of attention or in certain instances relieve the class teacher to deal with matters. She also arranges meetings between parents and teachers and covers or

The school maintains regular contact with the EWO.

The Promotion of Positive Behaviour policy provides guidance and school rules for all involved in the school. This policy is complemented by several others, including, Guidelines for the Management of Pupils with Severe Challenging Behaviour and a Reasonable Force and Safe-Handling Policy.

Staff in each class, work with pupils to devise class charters, in addition to the school rules. These follow the guidelines for positive behaviour management and Rights Respecting Schools which are employed throughout the school.

Evaluation

During the recent ETI Sustaining Improvement Inspection [March 2019], it was stated that:

"During the inspection, the school provided evidence that the arrangements for safeguarding children reflect the guidance from the Department of Education"

Child Protection Policy, Vulnerable Adult Protection Policy, Promotion of Positive behaviour Policy and Reasonable Force and Safe Handling Policy

The following statements are from the recent 2019 surveys:

Parents:

100% of parents are satisfied that the school provides a safe and stimulating environment

100% of parents believe any issues their child has had have been dealt with effectively

Staff:

100% of teachers stated that they are aware of the school's procedures relating to Safeguarding and Child Protection

95.83% of classroom assistants believe we are a health promoting school

Governors:

100% of Governors believe staff deal effectively with behavioural issues in the school.

Priority Areas for Development

Creation of a Behaviour Team to assist in the effective management of behavioural issues throughout the school.

Creation of a Sensory Intervention Room to provide a space that meets the sensory needs of our pupils, especially those with ASD

2d: Providing for the professional development of staff

Summary/Assessment

The school provides extensive and effective investment in staff development. In line with the Staff Development Policy, The programme identifies priorities for training, both within the school [primarily through the use of a staff audit undertaken during staff reviews to identify training and development needs of individuals, the priorities outlined in the School Development Plan and the PRSD targets for each cycle] and without [ie responding to priorities laid forth in documents such as ESaGS and TTI as well as other publications and initiatives that emerge from DE], and along with other statutory training requirements eg Child Protection, medical updates, moving and handling training, Team Teach etc.

Having identified those priorities, staff development is delivered in a variety of contexts, including: the use of formal training during School Development and Baker Days, conducted both by our own staff and external agencies; the sharing of good practice; opportunities given to staff to participate in subject/area development teams to address a range of issues for the school [including the drafting of whole school policies and developments]; joint training days/sharing of good practice with other special schools; attendance at external training events and supporting staff seeking to extend their own professional development.

All training that is attended, both internal and external, is evaluated by the participating staff and by the SLT to determine the improvements in the quality of learning and teaching that will follow from the training. Staff are expected to provide feedback and cascade information to other relevant staff following attendance at training.

Evaluation

Following the recent ETI Inspection in January 2016, it was stated:

"There are regular whole staff discussions of effective practice in numeracy, and appropriate professional development opportunities for staff."

Staff evaluations of all training activities.

In-school staff training

Outcomes of professional dialogue sessions

Staff

85.42% felt that Baker Days and School Development Days are used effectively throughout the year

86.46% of staff felt that they had benefited from staff development in the last 3 years

87.5% of teachers felt that distributed leadership was encouraged throughout the school

Priority Areas for Development

Whole-school ASD training

Continued professional development in line with the SDP

Source quality training opportunities to share with other SLD schools

2e: Managing attendance and promoting the health and well-being of staff

Summary/Assessment

The Board of Governors of Sperrinview School are committed to providing a caring and supportive school environment which recognises that members of staff are individuals whose personal well-being is of value to the education of the children and the smooth running of the school. Staff health and welfare is an essential part of this.

We ensure that all staff are treated fairly, consistently and with sensitivity during times of illness. We promote and encourage an attendance culture which recognises that good staff attendance enhances the learning experiences of the pupils. We maintain confidentiality of information. We raise awareness of the Staff Care Service and its supportive role. The Principal conducts a 'Work in' interview with all members of staff following any absence due to sick leave.

Staff well-being is promoted in a number of ways: Governors and SLT appreciation of the staff's valuable contribution to all aspects of school life; distribution of staff welfare literature from EA Southern Region; training on stress management, health and well-being [eg School Development Day]; an open door policy by the Principal and Vice Principal; pamper and fun sessions for staff.

Evaluation

Following the Investors In People assessment of August 2015, it was stated:

"People are supported by senior management and peers, not just professionally but also in their personal lives outside work. There is a strong emphasis on pastoral care. Managers motivate their people; they lead by example and have the respect of their peers and staff."

Teacher Health and Well-Being Policy, Guidelines for Safe Contact with MRSA, Health and Safety Policy, Health Care for Staff Policy, Policy on Pupils and Staff who are sick and Staff Absence Policy

Staff Care Service [EA Southern Region]

Paperwork from Back-To-Work Interviews

Staff

68.8% do not believe that the attendance rate of staff is high

92.25% of staff feel that the management promote the welfare of all staff

91.67% of staff feel valued and respected

100% of staff enjoy working in the school

Priority Areas for Development

Creation of a Staff Health & Well-Being Team

Whole-School Mindfulness Training

2f: Promoting links with the parents of pupils at the school and with the local community, including other schools, the business community, and voluntary and statutory bodies

Summary/Assessment

At Sperrinview we seek to promote real and ongoing communication between home and school as a vital component of each child developing his/her potential. We endeavour to: give parents greater understanding of their child's learning difficulties and allow an open exchange of information and support.

We have an open-door policy to allow parents ease of access to Principal, Vice Principal and teachers. If parents have any queries or concerns they may contact the Principal by phone or an interview can be arranged.

One of our parental supports at Sperrinview is our home-school liaison service which is coordinated by Mrs Coert.

At Sperrinview pupils are involved with the wider community in a variety of ways. Each class, with the exception of pre-school, has an educational visit once a fortnight. These visits allow work to be carried out which complements the ongoing work in the classroom eg on the termly theme, money skills, social skills etc. Pupils also go on longer educational visits occasionally throughout the year.

A group of post-primary pupils go on a three-day residential once each year, usually to the Share Centre in Lisnaskea. The pupils enjoy learning many new skills, such as archery, climbing, canoeing and becoming more independent. Outside agencies visit school, including sports' coaches, community theatre groups, artists, musicians etc.

We are a member of the Dungannon and Cookstown Area Learning Community and the Dungannon Learning Partnership. We have links with Nursery, Primary, Post Primary, other Special Schools and the South West College for a variety of activities, including; curricular, sports, mentoring, social skills and vocational.

We provide support on an informal basis to a small number of schools with regard to Autism, behaviour and special needs.

Students from secondary schools, South West College, teacher training colleges and nursing courses come to our school for work experience.

We have links with the local business community through Team Enterprise, work experience opportunities for senior pupils, senior class visits to local businesses and visits of local business people to senior school classes to discuss Learning for Life and Work and Employability.

There are numerous links with statutory and voluntary bodies such as: Dungannon Community Arts Studio, Moy Riding Centre, AHPs, PSNI, Rotary, Sentinus, Educational Psychology, Clinical Psychology, ECO Schools, Oakridge SEC, Cookstown Adult Centre, Transition Co-Ordinators from Education and Health, CCEA, DEL, Appleby Trust, Autism NI, Charis, NI Children's Hospice, Ulster Orchestra, Speedwell etc.

Evaluation

The report of the ETI Inspection, January 2016 stated:

"The school has established, and developed, close working relationships with businesses and schools in the local community, and have a wide range of suitable work placement opportunities for the pupils in the leavers' classes. The staff work closely with the parents and pupils in choosing sustainable work placements in the community, and within the school where appropriate."

Some of the strengths highlighted by our external links during the recent survey in April 2016 are as follows:

Parents

100% feel that their child is given an opportunity to make a positive contribution to both the school community and the wider community

100% feel that links between the school and the local community are good

Staff

94.76% feel that the school is valued and respected in the local community

100% feel that the school respects diversity and welcomes members from all communities

External Agency Comments

A considerable number of our year 13 students spend 1-2 hours per week for the duration of the academic year (Sept-April) in Sperrinview. Their work involves shadowing and assisting with various aspects of the life and work of the school, including with with OTs, Physios and Speech Therapists.

We benefit with our link with Sperrinview in many ways; to name a few:

helping to provide positive learning outcomes to all schools in the Area Learning Community; having the opportunity to use our specially trained staff to teach students with special educational needs; having the privilege of inviting Sperrinview students into our College Cafeteria to mix with the full and part-time student body which adds to the diversity of life at SWC;

Priority Areas for Development

Provide Parent Workshops to assist parents in the development of their child's education

2g: Promoting the effective use of ICT, including its use to support learning and teaching, continuing professional development and school leadership and management

Summary/Assessment

ICT is an integral part of teaching and learning at Sperrinview.

We have resourced each classroom with one or more networked computers, an integrated whiteboard/plasma screen, an iPad, a mobile phone and a digital camera. These resources are used on a daily basis.

Staff are provided with regular updated training in the area of ICT. This is provided by school staff and staff from Clounagh Centre, iTeach and C2K. Staff are encouraged to keep updated with ICT developments and undertake online training and video conferencing as part of their ongoing professional development

We have a school website: www.sperrinviewspecialschool.co.uk. This site provides us with the opportunity to disseminate information and good practice to parents, other schools, services and organisations.

School leadership and management use ICT to enhance the communications throughout the school and with parents and external agencies.

Evaluation

Following the January 2016 ETI Inspection, it was stated:

"The school has a broad range of mathematical resources, including information and communication technology (ICT), which is used effectively to support, stimulate and consolidate the pupils' learning."

E-Safety and Internet Policy and ICT Policy

Staff development evaluations

Pupils

Love of ICT and computer work

Staff

100% of teachers feel that ICT is used effectively to support learning and teaching

Priority Areas for Development

Development of use of iPad apps

Introduction of more Apple TVs

School Finances and other Resources

3a: The schools current financial position and its use to support learning and teaching, continuing professional development and school leadership and management

Assessment

Sperrinview has a partially delegated budget and does not fall under the LMS regulations at this time.

Financial

allocations concerned with the running of the school and staffing matters remain the responsibility of the Education Authority Southern Region.

Our budget for 2019-2020 year was received on 05 July 2019. The delegated budget amounts to £100762, a reduction of £8,934 from the 2018-2019 year, although pupil numbers have increased by

The budget and additional allocations are used to finance the educational resources, exam fees, transport costs, furniture and fittings, cleaning requisitions, maintenance costs etc for the school, as well as the day-to-day running costs eg heat, electricity, water, bin and telephone charges etc.

Priority Areas for Development

Set up and furnishing of a new junior class for pupils with ASD

Set up and furnishing of a new senior class for pupils with ASD and SEBD

Funding staff development - updates on Manual Handling, Team Teach and medical training. Training on Makaton and ICT

3b: The planned use of the schools projected resources during the period covered by the plan in support of actions to bring about improvement in standards

Assessment

The budget during the period of this SDP, will be used to ensure that the curriculum and individual needs of pupils, costs of utilities, maintenance and other running costs are covered.

The Principal and Vice Principal keep accurate records of all finances, seek approval from Governors for spend and work with EA Southern Region in regard to budget.

We are in the very fortunate position in Sperrinview to be based in a community which is very generous. We have a School Fund Account which is used to enrich the pupils' experience and provides finance for: Christmas presents and parties; Easter Eggs; theatre company visits; computer software; books; educational visits, classroom extras etc. This account is audited annually.

The financial challenge over the period of this SDP is to keep school utility and maintenance costs as low as possible so that we can maintain the annual requisition of educational resources and supplement the cost of the link courses.

Priority Areas for Development

Set-up and furnishing of new classrooms

Maintain educational resources as required

Creation of new Sensory Intervention Room [School Fund]

Refurbishment of Soft Play Room and Sensory Garden [School Fund]

Review of school targets

4: An assessment of the extent to which the school has met its key targets or the progress that has been made towards these key targets in any school development plan which a school development plan supersedes or revises

Assessment

2013-2014

Learning and Teaching

Literacy - We completed a whole school review of literacy including an audit. Two teachers commenced a 2-year Literacy CPD programme with Stranmillis. Staff became familiarised with "A Busy Day", "Harberton" and "Wellington Square" reading schemes.

Literacy/Numeracy - Literacy/Numeracy task boards were timetabled and introduced in all classes.

AfL - AfL techniques were embedded in all classes. Teachers engaged in professional dialogue on this topic and summarised AfL including LIs, WALT & WILF in each class.

ICT - Staff were introduced to My School, Fronter and Equella. The school applied for and was awarded the NAACE ICT mark

Child Centred Provision

Independence – A target for each pupil promoting independence was included on all IEPs

Provision for Pupils with PMLD – A policy was written, consulted on and adopted. Afternoon sensory groups were agreed and carried out.

Outdoor Play Facilities – An audit of play areas, equipment and their use was completed. Play areas and equipment were zoned.

Rights Respecting Schools – Class charters agreed in all classes. RRS artwork completed and displayed around school

Duke of Edinburgh Award – Staff discussed the possibility of pursuing this award but decided that it was not viable at this time.

Effective Leadership

LiP - We commenced preparation for the Bronze LiP award, having already achieved the Standard.

Staff Rotation - A staff rotation policy was devised, consulted on and adopted

Staff Development

Medical Training

CPR

Team Teach

Moving & Handling

My School/Fronter/Equella training

Staff Attendance training

Staff Welfare Session

A School Connected to its Local Community

A use of Facilities Policy was devised, consulted on and adopted

Parents were surveyed regarding the support they require from school

2014-2015

Learning and Teaching

Literacy – Phonics were introduced to all staff and specific targets for phonics and reading were set for all pupils on IEPs.

Numeracy – Numicon workshop for parents plus 2 half day trainings for staff. New Numeracy baseline assessment written, consulted on and adopted.

ICT – Teaching and learning apps were identified and shared with teachers. A group of senior pupils were trained to provide technical support in Assemblies and the Christmas show.

The Arts – the art and music and drama policies was reviewed and an audit carried out of resources. Pupils' artwork was displayed in classes and on the corridors.

A new homework policy was devised, consulted on and adopted.

Assessment – The Principals and Vice Principals of Donard, Lisanally and Sperrinview worked throughout the year on whole school reviews of assessment. Baseline assessments for Literacy, Numeracy, ICT, PD/PDMU, PMLD and School were devised, consulted on with staff from all 3 schools and adopted.

New sharing of information booklets were devised for use in August each year to assist with pupils moving classes.

Child Centred Provision

Outdoor Play and Leisure – New play/Leisure planners were devised for outdoor play and leisure. Staff work in blocks to agree their play/leisure activities and the planners are completed termly.

Effective Leadership

LiP - Preparation continued for the application for Investors in People Bronze Award. The application was made in

June 2015.

Challenging Behaviour – Two teachers were trained as Team Teach Trainers. A teacher was released one day week for one term to support staff in the management of challenging behaviours.

Staff Development

Team Teach Trainers – 2 teachers trained

TEACCH Training for those teachers who had not completed the 5 day TEACCH workshop

Staff Welfare

Literacy – Phonics

Numeracy – Numicon

RSE

A School Connected to its Local Community

Leaflets were created for parents to support them in the education of their children and in the management of behaviour and fun/educational activities.

The new playground facilities were launched and local primary school Principals were in attendance and were invited to make use of the facilities.

2015-2016

Learning and Teaching

Literacy – A wide range of communication systems was made available in classes and in the school as a whole. Phonics was taught both formally and informally and pupils took part in pre-reading and pre-writing activities daily.

Numeracy – the new baseline assessments were used in all classes. Work on number, money and time continues throughout the school with added focus on shape, space and data-handling.

ICT – class iPads were used more as a teaching tool than as a reward for pupils. Apple TVs were introduced to 2 classes. All staff received training from iTeach.

WAU & Env & Soc – Lis were devised and shared with teachers. PSNI provided workshops for pupils during Road Safety week. Middle and senior pupils participated in the Brake Walk in June 2016 and Ms Walker and Mrs Moloney attended the Brake Walk Ceremony in the Houses of Parliament, London in February 2016, as we had been chosen as the top school in NI following the 2015 Brake Walk.

Sci & Tech – Audit of resources carried out. Gaps identified. Co-ordinator linked with WAU co-ordinator to compile resource lists for classes.

Child Centred Provision

Assessment - Tracking of pupils' learning carried out in classes through the assessment section of the red files.

ECO School - We were re-assessed as an ECO school and achieved our 3rd green flag

New Classes – a new class for pupils with ASD was introduced to the middle school and 2 new classes for pupils with PMLD were introduced to junior and senior school

Effective Leadership

LiP – the LiP assessment was completed in August 2015 – we achieved the silver award.

SLT Development – The Principals and VPs from Donard, Kilronan and Sperrinview worked throughout the year with Paul Tracey on "Influence Mastery".

Coaching – The VP completed Coaching Training

Staff Development

Epilepsy Training

CPR

Moving & Handling

Team Teach

Staff Welfare

Literacy

Numeracy

RSE

Behaviour

A School Connected to its Local Community

50th birthday celebrations for Sperrinview – newspaper and magazine articles, web articles, radio presentation, Gala Ball in Ranfurly, Open Evening for schools, businesses and local community, coffee morning for Oakridge SEC, class events.

Key Priorities to be carried forward to next year

Teaching and Learning

Literacy Developments
Numeracy Developments
ICT Developments
RE Review
HE Review
PDMU/PD Review

Child-Centred Provision

Whole school ASD training, 5-day TEACCH Training for 2 teachers, ASD training for 2 teachers
Creation of School Cafe
Introduction of Total Communication

Effective Leadership

SLT Development

Staff Development

Medical Training
CPR
Staff Well-Being

A School Connected to its Community

Links with Dungannon PD LSU

School context

5: An assessment of the challenges and opportunities facing the school

Assessment

Challenges

Increasing pupil numbers
No further capacity to increase the accommodation on the school's estate
Increasing complexity of medical needs of some pupils
Increasing severity of behavioural difficulties of some pupils
Ability to deal with mental health issues of some pupils
Requirements of the Entitlement Framework with reduction and eventual removal of funding
Uncertainty of financial capability to pay for South West College and link school courses
Uncertainty of budgetary arrangements in coming years
Increased engagement within the Dungannon and Cookstown Area Learning Community
Cost of maintaining and further developing links with other schools
Cost of transport to maintain environmental visits to extend pupil learning
Maintaining good and effective relationships and communication with an ever-growing staff
Loss of professional support from CASS
Time of change with EA
Post-19 provision for pupils with severe learning difficulties
Growing need to support parents in their quest to improve post-19 provision
Increasing pressure on Governors

Opportunities

A strong, supportive school community
An excellent staff who put pupils' needs first
A staff who are well-trained, experienced and supportive
Excellent AHP support within the school
A strong, supportive partnership with parents and families
Excellent accommodation
Excellent resourcing throughout the school
Excellent outdoor facilities and grounds
An experienced and supportive Board of Governors
Expertise and experience from supportive staff within EA Southern Region
A supportive and generous community
Strong links with local schools and colleges
Strong links with other special schools
Involvement in Dungannon and Cookstown Area Learning Community and Dungannon Learning Partnership
Strong links with local businesses
Strong links with an extensive range of professionals
Strong links with statutory and voluntary agencies
Strong and supportive links with members of ETI
Excellent multi-disciplinary working practices within school

Priority Areas for Development

Introduction of 2 additional classes for pupils with ASD
Introduction of additional class for pupils with PMLD
Work with EA Southern Region Estates Management re capacity for extension and replacement of M1 Mobile classroom
Work as Vice Chair on Dungannon and Cookstown ALC
Source additional funding from other avenues
Support staff through Mindfulness and Well-Being Training

Consultation Arrangements

6: The arrangements made by the Board of Governors to consult and take account of the views of pupils, parents, staff and other persons or bodies in the preparation of the plan

Arrangements

The Board of Governors, in conjunction with the SLT, worked closely with the SLT in Kiltonan School, to design a survey to consult with all stakeholders in preparation for devising this School Development Plan. The Plan also takes account of circulars, advice and guidance from DE.

The survey was then undertaken in May 2016 with the following groups: pupils; teaching staff; classroom assistants; support staff, therapy staff; parents; governors and external links.

The survey was designed using the Whole School App and offered electronically, but was also offered in hard copy for anyone requiring this facility.

Results of the survey were collated and shared with all stakeholders.

The results of the survey were then used to identify and agree priorities for improvement over the period of the plan - 2016-2019, and staff devised action plans to try to ensure the successful completion of the plan to secure improvement for the school.

Priority Areas for Development

See Action Plans for:

Teaching and Learning

Child-Centred Provision

Effective Leadership

Staff Development

A School Connected to its Community

The School Development Plan and supporting Action Plans

7a: The schools key priorities of the plan, based on the departments priorities for education

Planned Objectives

Teaching and Learning

2016-2017

Literacy Developments
Numeracy Developments
ICT Developments
RE Review
HE Review
PDMU/PD Review

2017-2018

Literacy Developments
Numeracy Developments
ICT Developments
RE Review
PE Review
RSE Review
Empolyability Review

2018-2019

Literacy Developments
Numeracy Developments
ICT Developments
PE Review
LLW Review
Citizenship Review

Child-Centred Provision

2016-2017

Whole school ASD training, 5-day TEACCH Training for 2 teachers, ASD training for 2 teachers
Creation of School Cafe
Introduction of Total Communication

2017-2018

Middle School pupils involvement in target-setting

2018-2019

Middle and senior school pupils involvement in assessment cycle

Effective Leadership

2016-2017

SLT Development with Nicola Lynagh

2017-2018

SLT development with Paul Tracey

2018-2019

Development of larger SLT

Staff Development

2016-2017

Medical Training
CPR

Staff Well-Being

2017-2018

CPR
Epilepsy
Team Teach Update
Moving and Handling Update

2018-2019

Medical Update
CPR

A School Connected to its Local Community

2016-2017

Student Placement Policy Review

2017-2018

Junior School Links with Dungannon PS LSU

2018-2019

Middle School link with local PPS

7b: Planned outcomes, including planned outcomes in learning, teaching and raising standards of attainment, which, in the case of schools other than nursery and special schools, must include targets for raising standards of attainment in communication, using mathematics and using ICT

Summary of priority areas for development

Literacy Developments

Numeracy Developments

ICT Developments

RE Review

HE Review

PDMU/PD Review

Planned Objectives

See Action Plans

7c: The actions to be taken to achieve the outcomes mentioned at sub-paragraph (b) and the final dates for completion

Summary of priority areas for development

Development of a Skills-Based Curriculum - Provide each teacher with CCEA resources on TS&PC for SEN. Timetable Professional Dialogue sessions to allow discussion around TS&PC - June 2020

Observation of Pupils - 6 Junior School Teachers will attend Play Observation and Assessment Training with Clare Devlin, Educational Consultant in October 2019. Training will be put into practice in Junior School by the 6 teachers - June 2020.

Numeracy - Cluster meetings with other special schools. Feedback from teaching staff through professional dialogue sessions. Numeracy day/week to be planned and carried out. Bank of practical homeworks to be devised and used. June 2020

ICT - Orientate the school ICT structure to the C2k excellence criteria. Develop Microsoft teams throughout school. Devise a new E-Safety policy in collaboration with the other 4 special schools underpinned by E-safety awareness training. Participate in a Digital Media Project with the Amma centre. - June 2020

Review of Leavers' Programme - Head of senior school to meet with senior school staff to look at current programme and needs of current pupils. Programme to be revised to meet needs and shared for consultation - June 200

Literacy - Review of current reading schemes by Literacy team. Research to be undertaken into other reading schemes suitable for the needs of the current pupils. Additional schemes to be purchased as finances allow - June 2021

Planned Objectives

See Action Plans

7d: The financial and other resources available to the school to be used in support of the actions identified at the sub-paragraph (c) to achieve the outcomes at sub-paragraph (b)

Summary of priority areas for development

Development of a Skills-Based Curriculum

Observation of Pupils

Numeracy

ICT

Review of Leavers' Programme

Literacy

Planned Objectives

The partially delegated budget for the 2019-2020 year was received on 05 July 2019. The budget has reduced by £8,934 since the 2018-2019 year.

There will be a minimum of eleven additional pupils and two additional classes need to be set up and furnished - one in the Main Hall [which will later move to a new teaching space created from two changing rooms] and one in the staffroom.

As far as possible the school's financial plan has been aligned with the areas identified for improvement in the Action Plans;

Set-up of two new classrooms.

Resources for all classes

Staff Training, where appropriate

Funding for courses

Substitute cover to allow subject teams to work together, to allow staff to attend training and to work in Southern Region Special School Cluster Groups

7e: The arrangements for the Board of Governors, in consultation with the principal, to monitor, review and evaluate progress made against the school development plan

Summary of priority areas for development

The School's Action Plans identify the people responsible for delivering, monitoring and evaluating each of the targets.

The focus will be on evaluating outcomes (measured against the Success Criteria identified for each target) rather than evaluating the processes utilised to deliver the outcomes.

Progress will be monitored and evaluated at regular teachers' meetings and by the Senior Leadership Team.

The Principal will report formally on progress on the School Development Plan to the Board of Governors at each Governors' meeting.

Subject Leaders will be asked to make presentations regarding their areas of responsibilities at Governors' meetings on a timetabled basis

Planned Objectives

See Action Plans

Action Plans

Areas for Improvement:
None

Where are we now? (with reference to areas for improvement noted above):
Pre-school parent workshops and play and stays take place throughout the school year. Currently no parental workshops beyond pre-school.

Objectives/targets to bring about improvement	Success Criteria	Actions to bring about improvement	Time/materials staff/costings	Current Position	Monitoring & Evaluation	Staff/lead Responsibility	Timescale / Resources
Parent Workshop for Foundation Stage	Workshop content, date and leader will be identified by end of November Parent workshop completed in Term 2 Play and stay carried out with pupils and parents in Term 3 Parents will become more skilled in relevant areas and more involved in the education of the pupils	Meet Foundation Stage teachers an identify an area for a parental workshop that will be beneficial for our current foundation stage pupils eg. sensory play, behaviour, communication etc. Parent workshop will take place during Term 2 A play and stay event linked to the parental workshop in Term 2 will be delivered in term 3	Foundation stage teachers Tuesday block meeting	GRtL Workshops are carried out with parents of Pre-School Pupils. (Not Started - 29/08/2019)		julie.coert_5316523	Term 2019/2020 to -1/0 Action Plan Dates Start Date: 29/9/2019 End Date: 29/9/2019
Parent Workshops for Senior School							Term 2020/2021 to -1/0 Action Plan Dates Start Date: 29/6/2020 End Date: 29/6/2021
Parent Workshops for KS1-4							Term 2021/2022 to -1/0 Action Plan Dates Start Date: 29/6/2021 End Date: 29/6/2022

Areas for Improvement:

Where are we now? (with reference to areas for improvement noted above):

Objectives/targets to bring about improvement	Success Criteria	Actions to bring about improvement	Time/materials staff/costings	Current Position	Monitoring & Evaluation	Staff/lead Responsibility	Timescale / Resources
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Areas for Improvement:

Where are we now? (with reference to areas for improvement noted above):

Objectives/targets to bring about improvement	Success Criteria	Actions to bring about improvement	Time/materials staff/costings	Current Position	Monitoring & Evaluation	Staff/lead Responsibility	Timescale / Resources
Develop Health and Well-Being team	this will be deemed successful if we have a core team made up of a number of teaching and non teaching staff in place by January 2020	<p>health and well being team</p> <p>health and well being team to be opened up to all staff working in the school, to get a broad and balanced view</p> <p>health and well being team to be opened up to all staff working in the school, to get a broad and balanced view</p>	time staff	small team in place made up of 4 teachers, we want to add other staff members to get a balanced view of staff health and wellbeing issues in school and what we can do to address them(Not Started - 26/06/2019 14:39:47)		catherine.savage_5316523 shaunagh.duffin_5316523 cecelia.broomfield_5316523 julie.coert_5316523	<p>Term 2019/2020 to -1/0</p> <p>Action Plan Dates Start Date: 29/6/2019 End Date: 29/6/2020</p>
Distribute Health and well-Being Policy for consultation	policy accepted and approved by all staff and BOG	<p>policy to be reviewed at block meetings by all staff, any amendments to be forwarded to team</p> <p>policy to be reviewed at block meetings by all staff, any amendments to be forwarded to team</p>	late monday	policy has been devised but as yet has not been reviewed by all staff(Not Started - 26/06/2019 14:49:27)		catherine.savage_5316523 shaunagh.duffin_5316523 cecelia.broomfield_5316523 julie.coert_5316523	<p>Term 2020/2021 to -1/0</p> <p>Action Plan Dates Start Date: 29/6/2020 End Date: 29/6/2021</p>
Implement Health and Well-Being Programme							<p>Term 2021/2022 to -1/0</p> <p>Action Plan Dates Start Date: 29/6/2021 End Date: 29/6/2022</p>

Areas for Improvement:
None

Where are we now? (with reference to areas for improvement noted above):
Some teachers are using Attention Autism very successfully.

Objectives/targets to bring about improvement	Success Criteria	Actions to bring about improvement	Time/materials staff/costings	Current Position	Monitoring & Evaluation	Staff/lead Responsibility	Timescale / Resources
<p>Attention Autism To have 2 teachers trained as AA Trainers</p>	To teachers will have completed training with MCA	<p>Agree training dates with Lorraine Scott</p> <p>Teachers to attend training</p> <p>Trained teachers to begin cascading training to other school staff</p>	Training time and £130 per day per teacher for sub cover to be allocated	Some teachers are using Attention Autism in class(Not Started - 30/07/2019)		alana.greer_5316523	<p>Term 2019/2020 to -1/0</p> <p>Action Plan Dates Start Date: 29/6/2019 End Date: 29/6/2020</p>
<p>Sensory Interventions Staff to be trained by OT in sensory intervention techniques in the newly developed room</p>	All staff will have completed training with OT Classes will be using the Sensory Integration Room (SIR) appropriately with pupils	<p>Agree training date with OT</p> <p>OT to provide training for all staff</p> <p>Staff to commence use of room with pupils</p> <p>Staff to plan for use of room with pupils</p>	Late Monday to be used for training Teachers to use directed time to discuss and agree planning format for SIR	New Sensory Intervention Room being created(Not Started - 30/07/2019)		mary.jordan_5316523 ruth.walker_5316523	<p>Term 2019/2020 to -1/0</p> <p>Action Plan Dates Start Date: 29/6/2019 End Date: 29/6/2020</p>
<p>Manual Handling Update Update Manual Handling Training for staff who have completed the core training. Arrange for new staff to have core training</p>	All staff will have completed Manual Handling Training and will use this to ensure safe handling of pupils and good personal back care	<p>Core training will be agreed when dates become available.</p> <p>Staff who require updated training will be trained on 27/08/19</p>	Sub cover will be required for staff requiring core training.	New staff will require core training. Other staff require updated training.(Not Started - 30/07/2019)		mary.jordan_5316523 brian.duffy_5316523	<p>Term 2019/2020 to -1/0</p> <p>Action Plan Dates Start Date: 29/6/2019 End Date: 29/6/2020</p>

Objectives/targets to bring about improvement	Success Criteria	Actions to bring about improvement	Time/materials staff/costings	Current Position	Monitoring & Evaluation	Staff/lead Responsibility	Timescale / Resources
<p>Team Teach Update Staff who have received the 2-day core training to receive Team Teach update on 25 November 2019. New staff to receive 2-day core training as appropriate</p>	<p>All appropriate staff will have completed core or updated Team Teach Training. Staff will use the training techniques to ensure the safety and safe handling of pupils and their own safety</p>	<p>2-Day core training will be accessed as appropriate when possible. Staff who require updated training will be trained on 25/11/19.</p>	<p>Sub cover will be required for staff requiring core training</p>	<p>New staff will require core training. Other staff will require updated training(Not Started - 30/07/2019)</p>		<p>mary.jordan_5316523 john.o'hare_5316523 mark.ferguson_5316523 brian.duffy_5316523</p>	<p>Term 2019/2020 to -1/0 Action Plan Dates Start Date: 29/6/2019 End Date: 29/6/2020</p>
<p>Nurture</p>							<p>Term 2020/2021 to -1/0 Action Plan Dates Start Date: 29/6/2020 End Date: 29/6/2021</p>
<p>Behaviour and ASD</p>							<p>Term 2020/2021 to -1/0 Action Plan Dates Start Date: 29/6/2020 End Date: 29/6/2021</p>
<p>Manual Handling Update</p>							<p>Term 2021/2022 to -1/0 Action Plan Dates Start Date: 29/6/2021 End Date: 29/6/2022</p>
<p>Team Teach Update</p>							<p>Term 2021/2022 to -1/0 Action Plan Dates Start Date: 29/6/2021 End Date: 29/6/2022</p>
<p>Food Hygiene Update</p>							<p>Term 2021/2022 to -1/0 Action Plan Dates Start Date: 29/6/2021 End Date: 29/6/2022</p>

Areas for Improvement:

None

Where are we now? (with reference to areas for improvement noted above):

N/A

Objectives/targets to bring about improvement	Success Criteria	Actions to bring about improvement	Time/materials staff/costings	Current Position	Monitoring & Evaluation	Staff/lead Responsibility	Timescale / Resources
Development of SLT Skills Complete SLT skills training with Nichola Lynagh and Kilronan SLT Complete SLT skills training with Nichola Lynagh and Kilronan SLT Complete media training with EA media staff	To have identified individual skills of team members To be equipped to deal with media	Agree date for training with Nichola then participate in it Complete media training with EA staff and agree protocols/policy for dealing with Media	Sub cover for training £800	First session of training with Nichola Lynagh and Kilronan staff completed(Ongoing - 06/07/2019)		mary.jordan_531 6523	Term 2019/2020 to -1/0 Action Plan Dates Start Date: 29/6/2019 End Date: 29/6/2020

Areas for Improvement:

Where are we now? (with reference to areas for improvement noted above):

A new Behaviour Support Team has been established: RW, MF, BD, JO'H, WC, MD, MMcA, SMcK. One meeting has taken place in 2019 Term 3 and some models have been discussed

Objectives/targets to bring about improvement	Success Criteria	Actions to bring about improvement	Time/materials staff/costings	Current Position	Monitoring & Evaluation	Staff/lead Responsibility	Timescale / Resources
ASD Provision							Term 2021/2022 to -1/0 Action Plan Dates Start Date: 29/6/2021 End Date: 29/6/2022
Behavioural and ASD Strategies and Interventions							Term 2020/2021 to -1/0 Action Plan Dates Start Date: 29/6/2020 End Date: 29/6/2021
Create a Behaviour Team	Behaviour Team to meet regularly All staff will be aware of the members of the Behaviour Team Referral system will be in place	<p>J Oh'H will set up a regular meeting time for the team</p> <p>Team will discuss and adopt a more systematic referral system based on the needs of the pupils and staff</p> <p>The new systems will be communicated to all staff</p>	Regular meeting times - directed time and CA additional hours			john.o'hare_5316523 ruth.walker_5316523	Term 2019/2020 to -1/0 Action Plan Dates Start Date: 29/6/2019 End Date: 29/6/2020

Areas for Improvement:
None

Where are we now? (with reference to areas for improvement noted above):
N/A

Objectives/targets to bring about improvement	Success Criteria	Actions to bring about improvement	Time/materials staff/costings	Current Position	Monitoring & Evaluation	Staff/lead Responsibility	Timescale / Resources
<p>Develop a Nurturing Ethos To prepare to become a recognised Nurture Network School</p>	All staff will have some awareness of the principles of the Nurture Network	<p>All staff will receive awareness training from Barbara Curran, BST</p> <p>Barbara Curran, BST, will provide support to the Butterfly staff</p>	Time, sub cover and additional hours for Butterfly staff approx. £330	Butterfly room has been in operation for one year(Ongoing - 05/07/2019)		mary.jordan_5316523 ruth.walker_5316523	<p>Term 2019/2020 to -1/0</p> <p>Action Plan Dates Start Date: 2/9/2019 End Date: 30/6/2020</p>
<p>Implement Nurturing Ethos</p>							<p>Term 2020/2021 to -1/0</p> <p>Action Plan Dates Start Date: 1/9/2020 End Date: 30/6/2021</p>
<p>Embed Nurturing Ethos</p>							<p>Term 2021/2022 to -1/0</p> <p>Action Plan Dates Start Date: 29/6/2021 End Date: 29/6/2022</p>

Areas for Improvement:

None

Where are we now? (with reference to areas for improvement noted above):

N/A

Objectives/targets to bring about improvement	Success Criteria	Actions to bring about improvement	Time/materials staff/costings	Current Position	Monitoring & Evaluation	Staff/lead Responsibility	Timescale / Resources
<p>Develop Sensory Intervention Room To create a space that meets the sensory needs of our pupils, especially those with ASD</p>	<p>To have a functioning sensory intervention room, with effective programmes to meet the needs of pupils</p>	<p>Build of new SIR planned for August 2019</p> <p>Creative Activity have planned a new sensory integration room in the old MSR in conjunction with OT</p> <p>OT to monitor use of SIR</p> <p>OT to provide classes with SI programmes for pupils</p> <p>OT to provide classes with training on the use of the new equipment</p>	<p>Approx £10,000 set aside to create the SIR</p>	<p>The current MSR is no longer functioning. (Ongoing - 05/07/2019)</p>		<p>ruth.walker_5316523</p>	<p>Term 2019/2020 to -1/0</p> <p>Action Plan Dates Start Date: 29/6/2019 End Date: 29/6/2020</p>

Areas for Improvement:
None

Where are we now? (with reference to areas for improvement noted above):
N/A

Objectives/targets to bring about improvement	Success Criteria	Actions to bring about improvement	Time/materials staff/costings	Current Position	Monitoring & Evaluation	Staff/lead Responsibility	Timescale / Resources
<p>Develop a Skills-Based Curriculum Consider how to include TSandPC in long-term planning and SOW</p>	<p>The outcomes of Professional Dialogue sessions will be agreed.</p>	<p>Provide each teacher with CCEA resources on TSandPC for SEN</p> <p>Timetable Professional Dialogue sessions to allow discussion around TSandPC</p>	<p>CCEA Resources [available online] - 52-week contract staff to print and distribute Professional Dialogue time</p>	<p>Subject Leaders have SOW without TSandPC (Not Started - 05/07/2019)</p>		<p>mary.jordan_5316523 ruth.walker_5316523</p>	<p>Term 2019/2020 to -1/0</p> <p>Action Plan Dates Start Date: 2/9/2019 End Date: 30/6/2020</p>
<p>Implement the Skills-Based Curriculum</p>							<p>Term 2020/2021 to -1/0</p> <p>Action Plan Dates Start Date: 1/9/2020 End Date: 30/6/2021</p>
<p>Embed the Skills-based Curriculum</p>							<p>Term 2021/2022 to -1/0</p> <p>Action Plan Dates Start Date: 1/9/2021 End Date: 30/6/2022</p>

Areas for Improvement:
None

Where are we now? (with reference to areas for improvement noted above):
N/A

Objectives/targets to bring about improvement	Success Criteria	Actions to bring about improvement	Time/materials staff/costings	Current Position	Monitoring & Evaluation	Staff/lead Responsibility	Timescale / Resources
<p>Observing Pupils To carry out effective observations on pupils during play that inform assessment and progress.</p>	Teachers will write effective IEP targets based on skilled pupil observations	6 Junior School Teachers will attend Play Observation and Assessment Training with Clare Devlin, Educational Consultant in October 2019	Training Cost - £330	Teachers currently plan for indoor play(Ongoing - 05/07/2019 14:16:46)		julie.coert_5316523	<p>Term 2019/2020 to -1/0</p> <p>Action Plan Dates Start Date: 29/6/2019 End Date: 29/6/2020</p>
<p>Observing Pupils</p>							<p>Term 2020/2021 to -1/0</p> <p>Action Plan Dates Start Date: 29/6/2020 End Date: 29/6/2021</p>

Areas for Improvement:
None

Where are we now? (with reference to areas for improvement noted above):
N/A

Objectives/targets to bring about improvement	Success Criteria	Actions to bring about improvement	Time/materials staff/costings	Current Position	Monitoring & Evaluation	Staff/lead Responsibility	Timescale / Resources
<p>Numeracy New format to the numeracy baseline assessments. Joint project with cluster schools on numeracy week/ day. Joint project with cluster schools on practical homework activities.</p>	<p>When they are used to inform the October IEP. Joint numeracy day with Lisnally school in October 2020. New homework being given to pupils in every key stage.</p>	<p>Cluster meetings with other special schools.</p> <p>Cluster meetings with other special schools.</p> <p>Feedback from teaching staff.</p>	<p>Directed time for Mrs Tolan and the numeracy team. (Cost £80.00 per teacher for half a day - £80 x 9 = £720) Mrs Tolan needs directed time. Directed time for Mrs Tolan and the numeracy team. (Cost £80.00 per teacher for half a day- £80 x 9 = £720)</p>	<p>Numeracy baseline assessments are already in use by teaching staff(Not Started - 19/06/2019 11:42:36)</p> <p>Some of the schools do their own numeracy week.(Not Started - 19/06/2019 11:43:19)</p> <p>Homework policy already in place.(Not Started - 19/06/2019 11:43:50)</p>	<p>Feedback and discussion with teaching staff (19/06/2019 11:44:22)</p> <p>Feedback and discussion with teaching staff (19/06/2019 11:44:29)</p> <p>Feedback and discussion with teaching staff (19/06/2019 11:44:46)</p>	<p>michelle.tolan_5316523</p>	<p>Term 2019/2020 to -1/0</p> <p>Action Plan Dates Start Date: 29/6/2019 End Date: 29/6/2020</p>
<p>ICT Enter The C2k excellence competition Develop Microsoft teams as a collaborative tool for how we do our work. Draw up a new E-Safety policy in collaboration with the other 4 special schools underpinned by E-safety awareness training Digital Media Project with the Amma centre I</p>	<p>Inspection by C2k excellence team Completion of general time tables using Teams Adoption of New E-safety policy by School. E-safety awareness training completed Completion of Digital Media Project with the Amma centre</p>	<p>Directed time given to ICT Coordinator.</p> <p>Directed time given to ICT Coordinator.</p> <p>Directed time given to ICT Coordinator.</p> <p>Orientate the school ICT structure to the C2k excellence criteria</p>	<p>2 days working on restructuring £160 X 2 = £320 Signing all staff up to Teams Work at Cluster meetings with other ICT coordinators Time set aside in ICT Coordinators timetable to liaise with AMMA centre</p>	<p>Agreed by ICT coordinator at last ICT cluster meeting to work on an E-safety Policy (Ongoing - 04/06/2019)</p> <p>Preliminary discussions with C2k regional officer (Ongoing - 19/06/2019)</p> <p>All teachers have been sent a Signing on email (Ongoing - 19/06/2019)</p> <p>Application made with Amma Centre (Ongoing - 19/06/2019)</p>	<p>Discussions with Principal and feedback from staff (10/06/2019)</p> <p>Discussions with Principal and feedback from staff (10/06/2019)</p> <p>Discussions and feedback from staff (10/06/2019)</p> <p>Discussions and feedback from staff (10/06/2019)</p>	<p>brian.duffy_5316523</p>	<p>Term 2019/2020 to -1/0</p> <p>Action Plan Dates Start Date: 1/9/2019 End Date: 30/6/2020</p>

Core Curricular Areas

Objectives/targets to bring about improvement	Success Criteria	Actions to bring about improvement	Time/materials staff/costings	Current Position	Monitoring & Evaluation	Staff/lead Responsibility	Timescale / Resources
Literacy							Term 2020/2021 to -1/0 Action Plan Dates Start Date: 29/6/2020 End Date: 29/6/2021
Numeracy							Term 2020/2021 to -1/0 Action Plan Dates Start Date: 1/9/2020 End Date: 29/6/2021
Literacy							Term 2021/2022 to -1/0 Action Plan Dates Start Date: 29/6/2021 End Date: 29/6/2022
ICT							Term 2021/2022 to -1/0 Action Plan Dates Start Date: 29/6/2021 End Date: 29/6/2022

Areas for Improvement:

Where are we now? (with reference to areas for improvement noted above):

The Leavers' Programme has reviewed a number of times over the years. New staff have come into senior school and the world has moved on, necessitating a review and update.

Objectives/targets to bring about improvement	Success Criteria	Actions to bring about improvement	Time/materials staff/costings	Current Position	Monitoring & Evaluation	Staff/lead Responsibility	Timescale / Resources
Review Leavers' Programme	The existing LP will be reviewed and discussed with staff who currently and previously worked in Senior School. A revised LP will be available.	<p>Input from staff who have previously worked in Senior School will be sought through a survey</p> <p>Senior classes will review the LP as a whole, considering the efficacy of different sections and the content with specific reference to how it prepares our young people for life beyond school</p> <p>The staff from S1, T1 and Starlight will discuss the LP in a block meeting</p>	Time - minimum 3 block meetings time for staff to complete survey Writing time 1 day sub cover				<p>Term 2019/2020 to -1/0</p> <p>Action Plan Dates Start Date: 29/6/2019 End Date: 29/6/2020</p>
Implement Leavers' Programme							<p>Term 2020/2021 to -1/0</p> <p>Action Plan Dates Start Date: 29/6/2020 End Date: 29/6/2021</p>
Embed Leavers' Programme							<p>Term 2021/2022 to -1/0</p> <p>Action Plan Dates Start Date: 29/6/2021 End Date: 29/6/2022</p>