



School Development Plan 2022-2023

'Making the most of everyday'

Resource Requirements

At Baytree School we strive for curriculum led financial planning and ensuring all goals identified within the School Development Plan have the necessary resources allocated in order to deliver the school vision. This is in part achieved through the appropriate leadership and curriculum structures with clear lines of responsibilities and accountability – see below.

The Leadership structure is devised in order to support the development of the Baytree curriculum offer, ensuring the appropriate balance of financial and time allocation is provided to leaders to drive the identified developments forward:

- Core Subject Leaders are allocated a TLR2 and additional time to develop their curriculum areas.
- Department Leads are allocated a TLR1 and oversee the curriculum teams and the development of the Baytree curriculum. Department Leads are allocated half a day a week for their leadership responsibility.
- Deputy Headteacher actively oversees the department leaders- providing ongoing support and guidance through regular supervision sessions.

Role	Curriculum accountability
Class Teacher	<p>Plan appropriately following the relevant long term planners ensuring the curriculum challenges and engages the class group-evidenced within the medium term plans.</p> <p>Teach and deliver the curriculum to meet the needs of the class group</p> <p>Assess learners progress against their personalised outcomes</p> <p>Speak clearly and confidently about the class and their Key Stage curriculum delivery and the impact on each individual learner.</p> <p>Provide ongoing feedback to EHCP and Subject Leaders</p>
EHCP and Subject Leader	<p>Research and develop the subject area they lead</p> <p>Develop a clear annual action plan which promotes the development of the subject area</p> <p>Devise and develop a progressive sequential curriculum</p> <p>Ensure all long term planners reflect the progressive curriculum at each point within each Key Stage.</p> <p>Actively engage and support with the curriculum team to ensure the alignment of the curriculum areas.</p> <p>Through monitoring and moderation ensure class teachers receive the necessary support and challenge to ensure the curriculum delivers the expected impact.</p> <p>Speak clearly and confidently about the subject delivery across all key stages.</p> <p>Through monitoring / moderation and progress data have secure knowledge in the subject areas strengths and areas of improvement.</p>

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Department Leader	<p>Lead the curriculum teams, have a clear understanding of each subject areas priorities and developments</p> <p>Develop a clear annual action plan which promotes the development of the curriculum team</p> <p>Ensure EHCP and Subject Leaders are developing the subject area aligned with the overarching Baytree curriculum intent.</p> <p>Ensure EHCP and Subject Leaders action plans identify the key priorities and provide the necessary support and challenge to ensure the priorities are delivered.</p> <p>Hold regular curriculum team meetings and supervision sessions to ensure curriculum development and alignment.</p> <p>Provide EHCP and Subject Leaders with the necessary resources to successfully develop the subject area.</p> <p>Speak clearly and confidently about the subjects within the curriculum team they lead, understand the strengths and areas of development.</p> <p>Routinely update all key stake holders on the development of the curriculum areas, incl. SLT and Governing Board.</p>
Deputy Headteacher	<p>Have a clear and secure understanding of the overarching Baytree curriculum.</p> <p>Speak confidently about the Intent, Implementation and desired Impact of the curriculum.</p> <p>Have a secure understanding of the national and local curriculum expectations and ensure these are reflected within the Baytree Curriculum.</p> <p>Provide Department Leads with support and guidance to successfully lead their curriculum teams through regular supervision sessions.</p> <p>Ensure Department Leads action plans identify the key priorities for the development of the curriculum and provide the necessary support and challenge to ensure the priorities are delivered.</p> <p>Routinely update all key stake holders on the development of the curriculum areas, incl. HT and Governing Board.</p>
Headteacher	<p>Overarching responsibility for ensuring the school's curriculum offer is broad and balanced and aligned with national expectations.</p> <p>Have a clear and concise vision for the Baytree Curriculum offer which goes beyond the national curriculum.</p> <p>Ensure a strategic school development plan is in place to drive the curriculum forward.</p> <p>Ensure adequate financial resources are available to ensure leads can develop the curriculum areas.</p> <p>Ensure leads have adequate time to develop their curriculum areas</p> <p>Have oversight of progress data to identify priority areas of development</p> <p>Ensure all key holders are fully briefed on the curriculum developments.</p>

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Quality of Education: Intent

Goal 1	Responsibility	Milestones	Achieved by the end of	Supporting
Implement and embed progression documents for all curriculum areas to ensure the sequential acquirement of knowledge and skills individual learners will require for their next steps of learning.	Department leads: Kim Richards Kate Lewis Lottie Pimm	<ul style="list-style-type: none"> • Class teachers to utilise existing progression documents to identify next steps (e.g. in annual review paperwork). • Subject leaders to identify implementation of progression documents within subject action plans. • Curriculum team meeting time to review and uniform progression documents (language, layout etc). • Subject leaders to make necessary changes to progression documents • Curriculum leads to audit progression documents and feedback findings to subject leads • Curriculum Leads to routinely update the link Governor on progress to date and on the impact. • All progression documents to be uploaded onto the newly formed Google Drive. • Progression documents to be utilised by class teachers to identify next steps for all remaining subject areas • Class teachers to utilise all finalised progression documents to benchmark learners progress across all subject learners- for end of key stage learners. 	<ul style="list-style-type: none"> • term 1 2022 • term 1 2022 • term 2 2022 • Jan 2023 • term 4 2023 • Ongoing • term 5 2023 • term 6 2023 • term 6 2023 	SLT Lead Aline Kay Governor: Neil Galloway
Resource requirements		Impact		
Subject lead time Teacher meeting time		<ul style="list-style-type: none"> • EHCP and Subject Leaders will be clear of the progression of skills and knowledge within their curriculum area. 		

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Department lead time	<ul style="list-style-type: none">• Class teachers will use the progression guides to easily identify learner's next steps.• Class teachers will have an awareness of the learning journey each learner will embark on within each curriculum area.• Learners will receive a personalised curriculum which focuses on their next steps of development.• Department Leaders will have an oversight of the progression of learning within their department's curriculum.• Governors will have an awareness of the progression of learning within their link curriculum area.
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Quality of Education: Intent

Goal 2	Responsibility	Milestones	Achieved by the end of	Supporting
All curriculum areas to align their schemes of work to the newly developed 3 year curriculum ensuring greater breadth and depth.	Department leads: Kim Richards Kate Lewis Lottie Pimm	<ul style="list-style-type: none"> • Department leads to review and audit the department subject overviews to ensure curriculum areas are progressive and sequential from EYFS – POST 16. • Department leads to review and audit the SOW across year A and B– identify gaps and feedback to subject leads and allocate whole/half day additional time to complete the SOW accordingly. • Department leads to look at the format of scheme of work for Early Years- ensure links to DEYO and national curriculum. • Share updated early years format with subject leaders. • Department leads to monitor the quality and impact of the SOW through their department and curriculum teams. • Year C overviews completed for all subjects in preparation for writing year C SOW • All Year B SOW aligned to new 3 year curriculum and updated for all subject areas. • All year A SoW aligned to new 3 year curriculum and updated for all subject areas. • DHT and department leads to lead on Governor Curriculum training day. • Department leads to feedback to Quality of Education Governor on developments of the curriculum and impact for learners – term 6 Governor meeting. 	<ul style="list-style-type: none"> • term 2 2022 • term 2 2022 • Oct 2022 • Oct 2022 • Ongoing • July 2023 • July 2023 • July 2023 • March 2023 • term 6 2023 	SLT Lead Aline Kay Governor: Neil Galloway

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Resource requirements	Impact
<p>Subject lead time – additional curriculum half days/days per term to be allocated by department leads</p> <p>Department lead time</p> <p>Curriculum team meeting time</p>	<p>Learners will receive a progressive curriculum which has greater depth and breadth.</p> <p>Subject leads are clear and confident in the curriculum within their subject / area.</p> <p>Class teachers will be confident in the curriculum in all subject areas and be able to use schemes of work to support their planning and enhance the learning.</p> <p>Teacher workload reduction due to joint planning opportunities in departments.</p>

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Quality of Education: Implementation

Goal 3	Responsibility	Milestones	Achieved by the end of	Supporting
Develop an enhanced therapeutic curriculum offer to ensure all learners receive personalised therapeutic input.	DHT: Aline Kay	<ul style="list-style-type: none"> • DHT to create a ‘therapeutic curriculum group’ including therapy assistant, intervention lead and physical development lead to review and implement strategies, training and initiatives. • Admin to review all EHCP provision and ensure all therapies are identified • DHT to review the current therapeutic offer for learners at Baytree. • DHT to research and identify additional specific therapeutic needs and interventions for learners at Baytree. • DHT to meet and work collaboratively with therapists and review offer and where therapy assistant can support needs in classes: OT, SALT, Physio etc • DHT to review impact of enhanced therapist/therapeutic offer at Baytree School: SALT, hydrotherapist • DHT to research therapies, and then implement where appropriate and meaningful to the learners. • DHT to review impact of implemented therapies. • DHT to support CPD and training for staff on development of therapeutic offer at Baytree. • DHT to review impact of enhanced therapeutic offer for learners – identify successes and consider resources needed in preparation for expansion onto the new campus in September 2023. 	<ul style="list-style-type: none"> • term 2 2022 • term 1 2022 • Ongoing • November 2022 • November 2022 • Each half term – ongoing • Ongoing • Ongoing • TBC • term 6 2023 	<p>SLT Lead Ed Bowen Roberts</p> <p>Governor Neil Galloway</p>
Resource requirements		Impact		

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- Termly meeting time
- DHT meeting time with therapy assistant
- DHT time
- DHT to review assessment systems to identify learner progress

- All learners receive therapy input, which is personalised and delivers meaningful impact.
- Teacher's confidence in delivering enhanced therapeutic initiatives is increased.
- Therapy assistant successfully supporting learners therapeutic input from EYFS – Post 16.
- Learners will have access to a bespoke therapeutic curriculum across both campuses from September 2023.

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Quality of Education: Implementation

Goal 4	Responsibility	Milestones	Achieved by the end of	Supporting
Implement the communication framework.	Communication lead: Kate Lewis	<ul style="list-style-type: none"> • Curriculum team to deliver training to class teachers on how to utilise the communication framework to promote and demonstrate progression in communication and identify learners next steps. • Curriculum team to deliver training in term two inset day to all staff on communication fundamentals and considerations, emphasising on the importance of consistency and functional skills, relating to communication framework. • All staff to have training/refresher training during inset in term two on communication devices (low to high tech) used at Baytree. • Curriculum Team to develop recording sheet of communication skills that shows progress and consistency, providing an evidence tool towards Speech and Language Therapy and AAC referrals. • Create consistency throughout the school in object of reference, photos and symbols for places, transitions and timetables. • Carry out learning walks in terms three and five to assess impact of inset day training across the school and feedback to class teachers. • Audit SOW for year A & B to ensure planning provides opportunities for skills identified in the framework to be 	<ul style="list-style-type: none"> • Term 1 2022 • Term 2 2022 • Term 2 2022 • Term 2 2022 • Term 5 2022 • Start 12/10/22 – finish term 5 2023 • term 6 2023 • term 6 2023 	<p>SLT lead: Aline</p> <p>Governor: Neil</p>

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		<p>strengthened and developed. Review the year C overview to ensure it delivers the greater depth in the curriculum.</p> <ul style="list-style-type: none"> • Communication framework to be used in term six to assess communication level of learners who are at the end of the key stage. 		
Resource requirements		Impact		
<ul style="list-style-type: none"> • Allocated teacher meeting time to explain communication framework (17th Oct) • Allocated time for inset day to deliver training on devices, early attention skills and communication fundamentals (1st Nov) • 3 times learning walks throughout the school year (first one 12th oct) • Time with intervention lead 1 day per term to create communication framework guide and to carry out learning walks/identify learners who need intervention • Time with Reading curriculum lead, 1 day per term to complete S&L SOWs for literacy 		<ul style="list-style-type: none"> • All learners means of communication are identified and the staff team are confident in utilising the communication framework to identify learners next steps. • Consistency in communication throughout the school • Total communication approach embedded into school culture • All staff upskilled in all types of communication devices, enabling them with the skills to support all learners • A framework to assess learners communication level and support with next steps when setting targets which also links into AAC skills checklist for referrals • A guide to using the framework with suggested activities for each stage of communication to promote progression • SOW updated and written for year A & B S&L completed for EYFS, Middle and upper school. 		

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Quality of Education: Impact				
Goal 5	Responsibility	Milestones	Achieved by the end of	Supporting
Prioritise raising standards for all learners writing and/or physical fine motor skills.	Writing Lead: Kim Richards Physical Development lead: Kate Willoughby	Physical development of writing <ul style="list-style-type: none"> • Review current writing continuum ensuring it provides a consistent understanding and approach. • Review current writing III document ensuring it provides a consistent understanding and approach. • KR and KW to create skills progression documents for writing (linked to the physical development curriculum)– broken down in to three areas: <ul style="list-style-type: none"> ○ -Readiness to write (engagement) ○ -Early writer (Development) ○ -Competent writer (progression) • Writing and Physical leads to share any updates with regard to the continuum as well as the skills progression documents (once completed). Moreover, to ensure all staff are aware of the wider meaning of Baytree writing curriculum (why we are doing what we are doing linking to EHCP learning outcomes). • Writing and Physical leads to research writing schemes / programmes and trial whether any are appropriate for Baytree learners. • To audit resources and link with OTs before purchasing supportive equipment. 	<ul style="list-style-type: none"> • term 4 2022 • term 4 2022 • term 3 2022 • term 4 2022 • term 4 2022 • term 2 2022 	SLT lead: Ed BR Governor: Neil Galloway

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		<p>Transcription and composition of writing</p> <ul style="list-style-type: none"> • To ensure Baytree writing curriculum reflects broad opportunities for learning e.g. writing for different purposes/ genres • To ensure the close link are visible between the writing and reading curriculum (supporting and consolidating learning). • To explore colourful semantics establishing how this could be best used, ensuring it is meaningful and personalised. • To research accessible writing programmes and resources that support access including for AAC users. 		
Resource requirements		Impact		
<ul style="list-style-type: none"> • Writing and Physical leads to have time out of class to research • Writing and Physical leads to have time out of class to review and/or develop supportive documents, i.e. progression documents. • Writing and Physical leads to attend CPD training 'writing for All: Developing Literacy through writing for learners with SEND/Complex Needs with Dr Sarah Mosley' • Writing and Physical leads to deliver teacher training on delivery of the writing curriculum and share and model use of resources, e.g. dough disco, colourful semantics etc. as identified. 		<ul style="list-style-type: none"> • Teaching staff will have a clear and concise understanding of the writing curriculum, which in turn will support reflection, future planning and target setting. • Learners will have access to a broad writing curriculum • Learners will have access to accessible programmes and resources • The intent of the reading and writing curriculum is to run alongside each other, thereby ensuring consistent delivery and development of skills, i.e. learner to have newly taught skills regularly taught to them across varied learning experience. 		

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Quality of Education: Impact				
Goal 6	Responsibility	Milestones	Achieved by the end of	Supporting
Creation and implementation of an online platform for curriculum and subject progression documents.	DHT: Aline Kay	<ul style="list-style-type: none"> DHT to set up domain on Google Drive – link with business manager for funding DHT to set up assessment platform on Google Drive All EHCP/subject areas will have area set on assessment platform DHT to create assessment area for all learners DHT to lead training for all teachers/SLT on how to use the assessment platform DHT to ensure all curriculum progression documents are completed. Trial use of the assessment platform with selected classes/learners All learners moving key stage in September 2023 will be assessed against EHCP/subject progression documents by end of July 2022 DHT to ensure that assessment platform is in place for September 2023 in line with opening of new campus. 	<ul style="list-style-type: none"> term 1 2022 term 3 2023 term 4 2023 term 4 2023 term 5 2023 term 5 2023 term 5 2023 term 6 2023 term 6 2023 	<p>SLT lead: Ed BR</p> <p>Governor: Neil Galloway</p>
Resource requirements			Impact	
<ul style="list-style-type: none"> Dedicated time to implement the creation of the assessment platform. Ongoing funding for domain on google drive DHT time 			<ul style="list-style-type: none"> Assessment platform will ensure that class teachers assess all learners when they are either moving class/key stage to ensure their learning is progressive and sequential. Assessment platform is set up to successfully support moderation and assessment across both campuses. 	

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	<ul style="list-style-type: none">• Class teachers are confident in assessing learners using the progression documents and other assessment systems.• All assessment systems at Baytree School will be aligned to ensure cohesion and all learners have challenging outcomes focusing on their next best steps.
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Leadership and Management

Goal 7	Responsibility	Milestones	Achieved by the end of	Supporting
Ensure all necessary measures have been implemented to successful open the second campus from September 2023.	HT: Ed BR SBM: Judy H	<ul style="list-style-type: none"> • Create a sub group of the Governing board who will meet at least termly, their role will be to consider the necessary information and make recommendations to the Governing Board. • Work collaboratively with the SEND team and NS Business Intelligence to develop a sustainable phased growth plan (from open to capacity) which balances the need for school places / Quality of provision / recruitment / financial sustainability. • HT / SBM to arrange visits to other special schools split over two sites in order to better understand the process of operating over two campuses. • Develop a recruitment strategy, informed by the growth plan, which identifies all necessary roles / respo and appointments needed with appropriate time scales. • SBM to develop a detailed costed premises plan to support the financial planning. • Work collaboratively with N-Somerset finance officers to ensure the appropriate funding is secured- this may require a business case to SSF. • HT / SBM to procure the necessary services to successfully open the second campus. 	<ul style="list-style-type: none"> • Each half term • Dec 22 • Ongoing • Jan 23 • Nov 22 • Dec 22 • From April 23 • From Feb 23 	SLT lead: Aline Kay Governor: Nick

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		<ul style="list-style-type: none"> • Undertake the necessary recruitment for September 2023. Including the necessary Senior Leader roles. • Develop all necessary policies and procedures to ensure the safe opening of the second campus. • Hold information events for the Baytree family to ensure all are aware of what to expect with the delivery of the second campus. • Work collaboratively with learners and their families to develop individualised transition plans. • Work collaboratively with staff to support with those required to transition from the Weston Campus to the Clevedon Campus. 	<ul style="list-style-type: none"> • Ongoing • TBC • From May 23 • From May 23 	
Resource requirements		Impact		
<ul style="list-style-type: none"> • HT time – one dedicated day a week to be spent on the expansion • DHT – acting head one day per week • SBM time • Governor time 		<ul style="list-style-type: none"> • All learners successfully start or transition to the Clevedon campus from September 2023. • The Clevedon Campus is ready for learners to start from Sept 23 and/or Jan 24 – all necessary funding arrangements have been secured / all policies and procedures are in place • All necessary appointments have been made with all new staff having received the relevant training and support • All staff feel confident and competent in supporting learners across both Baytree Campuses. • The high quality of education learners receive is delivered at both Baytree Campuses. 		

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Leadership and Management				
Goal 8	Responsibility	Milestones	Achieved by the end of	Supporting
Implement online platforms to streamline systems and processes in order to successfully open a second campus and actively reduce workload.	DHT: Aline Kay	<p>BLUESKY, CPOMS, BEHAVIOUR WATCH & ASSESSMENT PLATFORM</p> <ul style="list-style-type: none"> • SLT/teachers trained to use 'Bluesky' monitoring and moderation platform • All staff trained to use 'Bluesky' monitoring and moderation platform • DHT to lead on training for all staff to utilise 'Bluesky' for appraisals, CPD and moderation. • DHT to ensure all staff are confident in logging consistent safeguarding information on CPOMS • DHT to ensure all staff are confident in logging behaviours/accidents/incidents on Behaviour watch to enable greater overview for SLT/governors and behaviour analysis to support the continued reduction in incidents. • DHT to develop training and expectation resources to support implementation of all different online platforms. • Assessment platform up and running in preparation for September 2023 – see SDP point 	<ul style="list-style-type: none"> • Ongoing during 2022/23 • Ongoing during 2022/23 • By end of term 2 • Ongoing during 2022/23 • Half termly review and analysis • From Term 2 2022/23 • term 6 2023 	<p>SLT lead: Ed BR</p> <p>Governor: Nick Ward</p>
Resource requirements			Impact	
<ul style="list-style-type: none"> • DHT dedicated weekly time • CPD training allocation for teachers/SLT and support staff 			<ul style="list-style-type: none"> • All staff are confident across all online platforms to support robust: safeguarding, curriculum assessment, moderation, staff CPD 	

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<ul style="list-style-type: none"> • SLT time 	<ul style="list-style-type: none"> • Assessment platform will ensure that all learners learning is sequential and progressive. • All online platforms successfully implemented across both Baytree Campuses.
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Personal Development

Goal 9	Responsibility	Milestones	Achieved by the end of	Supporting
Develop an after school provision to enhance extra-curricular opportunities for all learners.	<p>Physical development lead: Kate Willoughby</p> <p>DHT: Aline Kay</p>	<ul style="list-style-type: none"> • Leads to liaise with Scouts to set up and run an accessible Scouts group – supported by Baytree staff • Leads to support the implementation of the Scouts group on a weekly basis – space to be allocated. • Leads to review parent feedback around after school provision • Leads to develop action plan about what extra-curricular activities could run at Baytree and how this will be staffed and resourced. • Ensure extra-curricular activities are planned to support and enhance learners curriculum and provision from EYFS – Post 16. • Activities for learners from EYFS – Post 16 are progressive. • Leads actively engage outside providers to provide meaningful extra-curricular activities, which are of interest to learners. • Leads to map out what provision will look like across the year from EYFS - Post16 • School Business manager to support with allocation of funding incl. bid writing for available grant funding to support with implementation of activities: staffing and resources 	<ul style="list-style-type: none"> • Term 1 • Term 3 • Term 2 • Term 2 • Term 2 • Term 2 • Ongoing • Term 2 • Term 3 • Term 6 	<p>SLT lead: Ed</p> <p>Governor: Sarah Robinson</p>

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		<ul style="list-style-type: none"> • Review impact of extra-curricular activities through parent and learner evaluations. • Development of joint/shared extra-curricular activities between Baytree and Herons Moor where the need is identified. 	<ul style="list-style-type: none"> • Ongoing 	
Resource requirements		Impact		
<ul style="list-style-type: none"> • DHT and physical lead – time allocated to plan • SBM time for bid writing • Allocation of available funds, including funding secured from grants. • Time to review success and impact of after school clubs for all learners 		<ul style="list-style-type: none"> • All learners have access to after school clubs which are tailored to their needs and are age appropriate. • After school club programme is embedded within Baytree School and can be transferred to the new campus. • Learners have input into what they want to access during after school clubs through school council – learner voice. • Learners are provided with an engaging and enriching after school provision which enhances Baytree School Provision. • Robust plan, policy and procedures in place to support after school provision working practices. • After school provision is mapped out from EYFS – POST 16 to show progression across the key stages • Subject leads have engaged and are working with varied outside providers which offers a wide after school offer. 		

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Personal Development

Goal 10	Responsibility	Milestones	Achieved by the end of	Supporting
Continue the development and implementation of the PSHE /RSE curriculum to ensure consistency and confidence in following the PSHE association framework.	PSHE lead: Lottie Pimm	<ul style="list-style-type: none"> • Ensure progression of PSHE from early years to middle years to upper school in long term planners for years A, B and C. • Ensure PSHE SOW for Year A&B are linked to the PSHE association and progression framework and are in place for early years, middle years, upper school and Post 16. • Link with external expert Alan Fazakerley – to lead appropriate upper school RSE sessions. • All staff to have training on appropriate language; appropriate boundaries / respecting dignity; use of and creation of trusted adult chat mat in Feb 23 INSET day. • Classes to create trusted adult chat mats / suitable communication resources for their class. • Chat mats / communication resources to be up and running in each class • Carry out learning walks / teacher discussions in term four to assess impact of inset day training across the school. Feedback to class teachers. 	<ul style="list-style-type: none"> • Nov 22 • July 23 • Dec 22 and ongoing • Feb 23 • Feb 23 • End March 23 • March / April 23 	<p>SLT lead: Aline Kay</p> <p>Governor: Sarah Robinson</p>
Resource requirements		Impact		
<ul style="list-style-type: none"> • PSHE lead to attend: SWALLS Sex and Relationships Education Support Group (3 sessions during year) • Support from Alan Fazakerley- individual / class sessions. • PSHE lead weekly subject leader time 		<ul style="list-style-type: none"> • All learners receive an appropriate, meaningful and progressive PSHE and RSE curriculum. • Learners are supported with appropriate communication strategies to share when something is wrong (e.g. trusted adult chat mat). 		

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- Allocated time for inset day to deliver training on appropriate language; appropriate boundaries / respecting dignity; use of and creation of trusted adult chat mat (Feb 23)

- Staff are confident and consistent in using appropriate language with learners
- Staff are confident and consistent in understanding appropriate boundaries / respecting dignity with learners
- Adults are confident and consistent to support learners to communicate when something is wrong (trusted adult chat mats).
- Use of trusted adult chat mats are embedded throughout school.

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Behaviours and Attitudes

Goal 11	Responsibility	Milestones	Achieved by the end of	Supporting
<p>To further develop the 'Baytree School Behaviour Support Team' to ensure the proactive approach to meeting learners needs is met across both Baytree School campuses.</p>	<p>DHT: Aline Kay</p>	<ul style="list-style-type: none"> • DHT to develop and write behaviour team expectations to ensure consistency and high expectations for training and delivery of PROACTSCIPr-UK across Baytree School and in preparation for the opening of the second campus. • Additional staff member to be identified and successfully trained as a PROACTSCIPr-UK instructor by end of July 2023. • Behaviour team to lead all ongoing training at Baytree School. • Behaviour team to review ABC/low level incidents termly to support proactive strategies across the school. • Behaviour support team to lead half termly training for all staff on identified needs. • Behaviour lead to report to governors at board meetings 3 x a year through the accident/incident report. • Behaviour lead to review termly feedback to analyse trends and impact of training and curriculum for learners. • PROACTSCIPr-UK instructors to complete annual instructor training. • PROACTSCIPr-UK Introductory and Foundation training package updated in line with national and Government updates and for all new staff. • PROACTSCIPr-UK annual refresher training package updated in line with national and Government updates for current staff: development of 2 bespoke courses for staff; Keeping safe course and person specific course. • Review sensory diets and impact on incidents of challenging behaviour. 	<ul style="list-style-type: none"> • term 1 2022 • term 6 2023 • Ongoing • each half term • each half term • Terms 2,4,6. • Half termly • term 6 • Ongoing • Ongoing • Term 2 and ongoing • Term 2 and ongoing • 3 x year 	<p>SLT lead: Ed BR</p> <p>Governor: Sarah Robinson</p>

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		<ul style="list-style-type: none"> • Resource sensory diets/circuits to ensure individual learner needs can be met to reduce incidences of challenging behaviour. • Behaviour lead to meet with link governor to review. • DHT to review Behaviour, teaching and learning policy and Positive handling policy to be reviewed in line with Government Guidance and PROACTSCIPr-UK/Baytree values and guidelines. • Review training package to support staff understanding – mapped throughout the year. 	<ul style="list-style-type: none"> • In line with Governor policy schedule • Term 6 			
Resource requirements		Impact				
DHT time	PROACTSCIPr-Uk training time	Training costs incl recertification for DHT and Instructor Course costs x2	Instructor time	DL time	PL time	<ul style="list-style-type: none"> • Robust training package developed which is responsive to individual learners needs at Baytree School led by instructors. • Bespoke training package developed: Keeping safe and learner specific • Reduction in incidents of challenging behaviour. • Reduction in incidents of self-injurious behaviour. • Staff feel confident in proactively supporting learners with challenging behaviour and incidents of self-injurious behaviour. • Learners will have personalised sensory diet resources to enable them to be 'ready to learn' and manage their own behaviours. • Streamlined and clear reporting process in place. • Governors have overview of behaviour at Baytree and support provided by teams

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Goal 12	Responsibility	Milestones	Achieved by the end of	Supporting
Actively ensure high levels of attendance for all learners.	HT: Ed BR	<ul style="list-style-type: none"> • Review the attendance action plan termly which identifies all learners attending less than 90%. Alongside Class teachers identify proactive strategies to support high levels of school attendance. • All learners unable to attend fulltime school provision (as advised by Health Professionals) to be in receipt of an agreed 'Return to School Agreement' – which outline the proactive personalised steps to increase school attendance and ensure daily contact. • All learners unable to attend full time school provision will have bespoke home learning sessions or community equivalent to enhance the curriculum received in school. • All learners requiring long term hospital admission are provided with regular hospital visits and if appropriate learning sessions. • Revisit all learners on part time contracts termly and meet alongside parents and other professionals to evaluate the effectiveness reissue/adjust and incorporate input from the outreach team as appropriate. • Monitor the attendance action plan and review the actions and effectiveness on attendance rates each long term and share this information at each Governor Executive meeting (x3 annually) for scrutiny. 	<ul style="list-style-type: none"> • X3 annually • Ongoing • Ongoing • Ongoing • 6 weekly • X3 annually • Termly 	<p>SLT lead: Aline Kay</p> <p>Governor: Sarah Robinson</p>

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		<ul style="list-style-type: none"> • Termly multi professional meeting (x6 annually) to discuss any worries or concerns incl. attendance and working in a multi-disciplinary format identify and implement strategies to support school attendance. • Continue to liaise with Educational Welfare Officer and multi professionals for advice and support concerning raising learners attendance rates. 	<ul style="list-style-type: none"> • If required 	
Resource requirements		Impact		
HT time Teachers meeting time Governors meeting time Outreach team capacity Purchase of EWO time		<ul style="list-style-type: none"> • Full time school provision is available for all learners. • Daily contact is had with all learners and the staff team remain vigilant in ensuring all learners are safeguarded. • All learners unable to manage with full time school provision is provided the necessary phased return to ensure a successful transition back to full time school provision if and when appropriate. • All learners unable to attend due to health reasons will be provided with appropriate home learning opportunities to supplement the curriculum ensuring learners progress is not impacted. • Attendance is closely monitored and learners and their families are provided with the necessary support to ensure regular school attendance • Governors have a clear understanding of attendance rates and Senior Leaders are supported and challenged to ensure high levels of school attendance. 		

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