



School Development Plan 2023-2024

'Making the most of everyday'

Quality of Education

Goal 1	Responsibility	Milestones	Achieved by the end of	Supporting
Ensure all learners short-term targets are adapted precisely to support learners to progress at every opportunity.	AHT Matt	<ul style="list-style-type: none"> Adapting progress tracker to support progress commentary allowing staff to record steps of progress and identify progress made and rationale for targets set. Staff training in use of tracker and appropriate target setting to support setting of smart targets adapted to suit learners progress towards medium and long term EHCP outcomes Moderation of target setting as part of monitoring cycle to ensure rigor and challenge in target setting. Provide feedback to teachers to support effective target setting. Governor monitoring opportunity and feedback on findings to the full governing board. Moderation of target setting both internally and externally to ensure targets are appropriately rigorous and academically challenging. Introduce a termly progress meeting which will enable teachers to have a professional dialogue about learners not expected to achieve termly targets and provide peer support to adjust and amend new targets appropriately. Learner progress meetings to support teachers in the identification of appropriate intervention. Leading to the effective deployment of the intervention team to support specific identified needs and accelerate progress towards these outcomes. 	<p>Ongoing – implemented from term 2 2023</p> <p>Term 2-2023</p> <p>Ongoing Align to Gov monitoring schedule</p> <p>Term 1 & 2</p> <p>Term 1</p> <p>Terms 2 4 6</p>	<p>SLT Lead Ed</p> <p>Governor: Rob</p>
Resource requirements		Impact		

Alongside the School Development Plan are separate Department action plans for the enhancement of our EYFS / Middle School and Upper School provision. Curriculum Leads also develop annual action plans identifying the necessary actions and milestones to enhance each curriculum area.

<ul style="list-style-type: none"> • Time allocated to outreach team to support identified learners at Baytree. • Training opportunities from AHT/DHT/HT to the teaching team. • Department leads to provide ongoing support to teachers in their department. • Teacher CPD allocated for additional training. • Allocation of a SIP visit for external critique (£550.00) 	<ul style="list-style-type: none"> • Teachers able to set appropriate targets to support outstanding progress towards EHCP outcomes • Targets set moderated and set are modified to enhance support and increase progress • Learners to receive bespoke curriculum with targets adapted on a termly basis to support increased progress • Teachers confidence in setting short term targets that effectively build towards long term EHCP targets • Teachers confidence in adapting short term targets to meet the needs of individual learners • Targets are appropriately moderated both internally and externally to ensure rigor
---	--

Alongside the School Development Plan are separate Department action plans for the enhancement of our EYFS / Middle School and Upper School provision. Curriculum Leads also develop annual action plans identifying the necessary actions and milestones to enhance each curriculum area.

Quality of Education

Goal 2	Responsibility	Milestones	Achieved by the end of	Supporting
All staff are confident in delivering each learners personalised curriculum aligning with the department pedagogy.	<p>Department leads:</p> <p>Jo Hughes Kate Lewis Lottie Pimm</p>	<ul style="list-style-type: none"> • All SLs to devise annual action plan with identified developments. Training needs highlighted where appropriate • Subject leads to know whether they are in a research year or a training year. • SLs share action plan and support needs in curriculum team meetings. • Clear expectations of research year and training year: what should be achieved throughout year and broken down into termly expectations. • All SLs feel confident in sharing the narrative of their subject areas (the 3 I's). III documents revisited and updated (where appropriate). Any changes to be shared with teaching staff. • SLs carry out termly relevant learning walks: <ul style="list-style-type: none"> ○ Term 1. Reading and maths ○ Term 2: Communication and independence ○ Term 3: Writing / fine motor ○ Term 4: Science ○ Term 5: RE/SMSC ○ Term 6: Topic • After learning walk: feedback provided to teachers and any support / training given. • Department lead planning moderation- feedback to class teacher and support as needed. 	<p>End of term 1</p> <p>Term 1</p> <p>End of term 2</p> <p>End of term 3</p> <p>Termly</p> <p>Termly</p> <p>Term 2 and term 5</p>	<p>SLT Lead Aline Kay</p> <p>Governor: Rob</p>

Alongside the School Development Plan are separate Department action plans for the enhancement of our EYFS / Middle School and Upper School provision. Curriculum Leads also develop annual action plans identifying the necessary actions and milestones to enhance each curriculum area.

		<ul style="list-style-type: none"> • EHCP and subject lead termly planning moderation. SLs to feedback to department lead and identify any support needed and put into place. Support / training provided as needed. • INSET training in term 3. Programme to be devised and organised by department leads following curriculum action plan reviews. Identify internal and external training to enhance the delivery of the curriculum. Termly curriculum team meetings to provide necessary support / input in subject development. • SIP deep dive into core subject areas 	<p>Ongoing</p> <p>Jan 24</p> <p>Termly</p> <p>SIP visit TBC</p>	
Resource requirements		Impact		
<ul style="list-style-type: none"> • Subject leader time out of class • Department lead time out of class- department lead days termly (internal cover – no supply cost) • Curriculum INSET day (5K allocated from training budget for external training providers) • Allocation of x2 SIP visits for external critique (£1,100) 		<ul style="list-style-type: none"> • Subject leaders are confident in talking about and leading their subject area. • Subject leaders are aware of their subject strengths and weaknesses through school and support these • Teaching staff have the knowledge and resources to teach all subject and curriculum areas appropriately challenging for each of their learners • Learners are getting quality teaching sessions and the impacted is reflected within learners progress made. • Staff team are confident at delivering learners curriculum across all subject areas and utilising the appropriate pedagogical approaches. • All teaching staff have the skills and knowledge to impart their departments curriculum to an outstanding practice 		

Alongside the School Development Plan are separate Department action plans for the enhancement of our EYFS / Middle School and Upper School provision. Curriculum Leads also develop annual action plans identifying the necessary actions and milestones to enhance each curriculum area.

Quality of Education

Goal 3	Responsibility	Milestones	Achieved by the end of	Supporting
Ensure highest standards of teaching and learning are achieved for all learners across both Campuses.	DHT Aline	<ul style="list-style-type: none"> • Assessment, curriculum and monitoring frameworks in place for September 2023 across both sites – logistics of how this will work in practice. • Monitoring of teaching and learning to take place in line with overview to ensure high quality teaching and learning: in line with RAP, assessment overviews, SDP • Utilise the SIP to provide external critique of quality of teaching and learning across both campuses. • Subject Leaders to procure the necessary resources to ensure all elements of the curriculum can be delivered from Feb 24 – July 24. • Opportunities for staff to work across sites to ensure shared learning and working opportunities. • Opportunities for department leads to work across both sites to have oversight, monitor and support teaching and learning. • High quality staff training package in place across both campuses: training packages for different roles developed, inductions for all staff. • Continuous subject curriculum CPD opportunities for teachers and support staff – training to take place together to promote one school. • Opportunities for career progression and training for all staff at Baytree School. 	<p>By end of term 5</p> <p>Ongoing – termly</p> <p>SIP visit TBC</p> <p>Jan 24</p> <p>Ongoing from Feb 2024</p> <p>Ongoing from Feb 2024</p> <p>Ongoing – in place for Sept 2024</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Leadership Team Ed</p> <p>Governor Rob</p>

Alongside the School Development Plan are separate Department action plans for the enhancement of our EYFS / Middle School and Upper School provision. Curriculum Leads also develop annual action plans identifying the necessary actions and milestones to enhance each curriculum area.

		<ul style="list-style-type: none"> • HLTA – role expectations and training to ensure high standards of teaching and learning are achieved across both sites, supported by the class teacher. • Enhanced and shared learning opportunities developed to ensure learners work with their peer class across sites; linking teachers, classes and curriculum opportunities. • High Quality commissioned services expanded across both Campuses incl. use of Bristol Bears / Music Therapy etc – department leads and subject leads to further research services which learners can access which will enhance the department curriculum pedagogies. • Curriculum team leads to review subject action plans to ensure aligns with curriculum expectations and aspirations. 	<p>Ongoing from February 2024</p> <p>In place from Feb 24</p>	
Resource requirements		Impact		
<ul style="list-style-type: none"> • Transport to be arranged between sites • Department leads allocated time to meet and review curriculum expectations • Curriculum team meetings x 6 a year • Curriculum resources (£30,000) • DHT time to review the curriculum • Additional ½ day allocation of Bristol Bears provision from Term 3-6 (£1870.00) • Additional ½ day allocation of SALT provision from Term 3-6 (Band 6 ½ per annum £5845.00) • Allocation of SIP visit for external critique 		<ul style="list-style-type: none"> • All learners will access to high quality teaching and learning across both sites. • All learners will have opportunities to access activities and learning across both sites. • All staff will be confident with teaching and learning and Baytree School Curriculum. • All learners will have access to a range of curriculum services to enhance the curriculum. • Staff will feel confident in delivering a personalised and creative curriculum across department pedagogies. 		

Alongside the School Development Plan are separate Department action plans for the enhancement of our EYFS / Middle School and Upper School provision. Curriculum Leads also develop annual action plans identifying the necessary actions and milestones to enhance each curriculum area.

Quality of Education: Implementation

Goal 4	Responsibility	Milestones	Achieved by the end of	Supporting
To establish joint external moderation meetings with local special schools.	DHT Aline	<ul style="list-style-type: none"> • To set up and establish links with local special schools – with a focus on moderation – aiming to hold 3+ moderation meetings across the key stages. • To ensure robust Baytree internal moderation cycle/framework takes place in line with annual moderation process. • To arrange reciprocal opportunities for visits to local special schools for a focus on school improvement for curriculum leads. • To set up expectations and framework for joint external moderation, prioritising key areas for moderation as agreed, working alongside other local special schools. • To arrange moderation events – face to face or virtually, ensuring that feedback and actions are constructive and align with common goal of raising standards and aspirations for learners. • To review impact of external moderation on Baytree and other special schools: for learners and staff. • To attend Annual moderation event with N-S Special Schools – focus on moderation of teacher judgements and quality of EHCP outcomes. 	<p>End of term 1</p> <p>From term 1 – ongoing</p> <p>Ongoing</p> <p>Term 2</p> <p>From term 2</p> <p>Ongoing</p> <p>As identified on schedule by N.S</p>	<p>SLT lead: Ed</p> <p>Governor: Rob</p>

Alongside the School Development Plan are separate Department action plans for the enhancement of our EYFS / Middle School and Upper School provision. Curriculum Leads also develop annual action plans identifying the necessary actions and milestones to enhance each curriculum area.

		<ul style="list-style-type: none"> To review whole school assessment and moderation process to ensure it is robust, challenging and meets the needs of the current learners. 	Ongoing – Feb/July 2024	
Resource requirements		Impact		
<ul style="list-style-type: none"> DHT time (6 x a year) Subject lead time to attend external moderation x 3 a year – as identified on schedule Class teacher/subject lead time to visit other special school sites – to be arranged (teacher time) Year 2/6 teacher time to attend NS moderation event (1 x a year) 		<ul style="list-style-type: none"> External moderation enables and supports ongoing assessment procedures at Baytree School All teachers are confident with the moderation processes at Baytree School. Teachers/subject leads/ department leads are able to bring back practice to Baytree to enhance the curriculum offer Learners curriculum offer is enhanced. Opportunities to review assessment practice at Baytree 		

Alongside the School Development Plan are separate Department action plans for the enhancement of our EYFS / Middle School and Upper School provision. Curriculum Leads also develop annual action plans identifying the necessary actions and milestones to enhance each curriculum area.

Leadership and Management

Goal 5	Responsibility	Milestones	Achieved by the end of	Supporting
Successfully transition learners and staff to the Clevedon Campus whilst maintaining friendships and relationships with peers at the Weston Campus.	HT: Ed	<ul style="list-style-type: none"> • Identify learners to transition from Weston to the Clevedon campus based on the agreed criteria. Follow up with conversations with the families to ensure an agreed approach. • Outreach team to provide opportunities for learners identified to join Baytree in February to attend personalised stay and play sessions. • Opportunities for learners to attend transition sessions at the Clevedon campus once complete and prior to the February open. • Identify teachers to lead classes in the Clevedon campus and to support with new and existing learners transitions. • Strategically plan staffing which will ensure learners successfully transition to the Clevedon Campus whilst providing career progression opportunities for the staff team. • Recruit necessary external support staff to ensure staffing levels meet the needs of the cohorts of learners. Phased and in line with the recruitment strategy. • Link classes established between the Weston and Clevedon campuses, consider how the curriculum can enable joint class learning opportunities. • Develop a cross-campus School council to gather learner voice on maintaining friendships and relationships across both of the campuses. 	<p>October 23</p> <p>Ongoing – implemented from</p> <p>Sept 23</p> <p>Feb 23</p> <p>October 23</p> <p>December 23</p> <p>December 23</p> <p>Ongoing – implemented from Feb 24</p>	<p>SLT lead: Aline</p> <p>Governor: Emma / Neil</p>

Alongside the School Development Plan are separate Department action plans for the enhancement of our EYFS / Middle School and Upper School provision. Curriculum Leads also develop annual action plans identifying the necessary actions and milestones to enhance each curriculum area.

		<ul style="list-style-type: none"> • Ensure learners have at least weekly opportunities to meet, socialise and learn with peers from the other Campus. • Monitoring cycle to be implemented across both Campuses to ensure consistent high quality provision is achieved. 	Ongoing – implemented from Feb 24	
Resource requirements		Impact		
<ul style="list-style-type: none"> • Purchase of a new minibus to provide daily opportunities for learners to travel between the two Campuses. (£40,000 cost to School £0 due to funding secured via a charitable donation) • Internal staff career opportunities: • X3 HLTA – JG6 FTE positions (Only Current TAs (JG5) may apply). • X3 Teaching Assistant roles (JG5) • External staffing requirements • X6 Learning Support Assistants / General Assistants (JG3) • All internal and external positions are budgeted for within the original balanced budget plan. 		<ul style="list-style-type: none"> • All new and existing learners identified successfully transition to the Clevedon campus. • Parents and Carers are well informed and feel a part of the decision making progress – identify within parent and carer questionnaire. • Staff team feel consulted with and play an active role in the successful opening of the Clevedon campus. • Learners have regular opportunities to socialise and learn with their peers across both campuses. • Regular monitoring ensures high quality teaching and learning across both campuses. • Consistent high standards are achieved and maintained across both campuses. 		

Alongside the School Development Plan are separate Department action plans for the enhancement of our EYFS / Middle School and Upper School provision. Curriculum Leads also develop annual action plans identifying the necessary actions and milestones to enhance each curriculum area.

Leadership and Management

Goal 6	Responsibility	Milestones	Achieved by the end of	Supporting
To actively explore and progress the creation of a new Special School Multi Academy Trust	HT Ed	<ul style="list-style-type: none"> • Engage and work closely with interested local special school partners who have a shared desire and commitment to progress the creation of a new specialist MAT. • Form a collaborative working party with representation of all the Schools SLT and / or Governing Board. • The working party will develop: <ul style="list-style-type: none"> - A clear vision for the specialist MAT and the strategic impact aimed to be delivered for learners with SEND. - Communication strategy to ensure all stakeholders are aware of the process and the progress and developments - A clear action plan with an agreed set of milestones to arrive at a successful MAT application. • Throughout the process ensure clear communication with all key stakeholders in particular our families, Governing Board and the staff team. • Liaise with other MAT leaders to understand the process and learn from their experiences. • Liaise closely with the RDD throughout the process 	<p>October 23</p> <p>TBC</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>SLT lead: Aline</p> <p>Governor: Emma / Neil</p>

Alongside the School Development Plan are separate Department action plans for the enhancement of our EYFS / Middle School and Upper School provision. Curriculum Leads also develop annual action plans identifying the necessary actions and milestones to enhance each curriculum area.

Resource requirements	Impact
<ul style="list-style-type: none"> • Headteachers time • DHT to step up in the role of Acting Headteacher (0.2) • Governors time and support • A financial allocation may be required to enable this piece of work to commence. 	<ul style="list-style-type: none"> • Following clear consultations with all the relevant stakeholders there is a clear direction of travel for Baytree School within the MAT and academisation landscape. • Baytree School is at the forefront with likeminded local special schools in the delivery of a new special school MAT. • All stakeholders are clear of the intentions and the next steps and feel communicated with and a part of the decision making throughout the process.

Alongside the School Development Plan are separate Department action plans for the enhancement of our EYFS / Middle School and Upper School provision. Curriculum Leads also develop annual action plans identifying the necessary actions and milestones to enhance each curriculum area.

Personal Development				
Goal 7	Responsibility	Milestones	Achieved by the end of	Supporting
To raise standards in supporting learners develop Social and Play opportunities	AHT Matt	<ul style="list-style-type: none"> • A whole School focus on play and social opportunities delivered via the departments pedagogical approach • Implement play rota – ensure all teachers are modelling expectations during break and lunch times to support the staff team with effective delivery. • Equip and resource appropriately to enable play and social opportunities to thrive. • Department enrichment events to be linked to curriculum overview incl. SMSC / Topic – ensuring progressive and appropriate curriculum building upon prior learning and celebrating success. • Utilise play therapist effectively – to ensure intervention appropriately deployed through 1-1 targeted support / small groups / modelling best practice to whole class teams as identified by EYFS / Middle and Upper school leads. • Deliver staff training workshops to enhance staff knowledge and understanding of play therapy to support our learners. • Continued development and enhancement of the extra curricular provision including implementation of after school and lunch time clubs – acting upon feedback from School council / parent and carer survey. 	<p>Term 1 onward</p> <p>Term 1</p> <p>Term 2</p> <p>Terms 1 -6</p> <p>Term 1</p> <p>Term 3</p> <p>Term 1 Onwards</p>	<p>SLT lead: Ed</p> <p>Governor: Clive</p>

Alongside the School Development Plan are separate Department action plans for the enhancement of our EYFS / Middle School and Upper School provision. Curriculum Leads also develop annual action plans identifying the necessary actions and milestones to enhance each curriculum area.

Resource requirements	Impact
<ul style="list-style-type: none"> • Play equipment as identified during departmental play review • Use of Play therapist to support training and delivery of play sessions (£5675.00 per annum) • Adaptions and maintenance of playground equipment • Subject leader time to support effective planning of curriculum events • Funding for external providers where required to deliver curriculum linked events. (costings TBC) 	<ul style="list-style-type: none"> • Learners to receive high quality opportunities to develop play and social interaction knowledge and skills • Teachers to be confident in the delivery of structured play sessions to enhance play skills of learners • Learners to increase play skills to support access to personalised curriculum and enhance progress towards EHCP outcomes. • Learners to experience high quality enrichment events that support the effective delivery of the curriculum and enhance understanding of the curriculum and deepen knowledge.

Alongside the School Development Plan are separate Department action plans for the enhancement of our EYFS / Middle School and Upper School provision. Curriculum Leads also develop annual action plans identifying the necessary actions and milestones to enhance each curriculum area.

Personal Development

Goal 8	Responsibility	Milestones	Achieved by the end of	Supporting
Ensuring learners have equal opportunities to express their views and they have the tools to keep themselves safe.	Department Leads: Jo Hughes Kate Lewis Lottie Pimm	<ul style="list-style-type: none"> • Communication profiles are used by all members of staff. • All learners have a communication system to enable them to share their voice with others • Bi-termly school Council meetings – ensure learners are shaping and actively developing school improvements (curriculum days, new school, charity events, SMSC). School council only to make decisions on things which are feasible to be actioned. • School council leaders to be explicit with resources needed for council meetings. Classes to bring these to school council meetings. • Learner voice is praised and valued by demonstrating and feeding back impact of choices. School council board to show actions completed. • Three times a year joint school council meetings with Heron’s Moor (charity events) • Deliver targeted RSE sessions through Alan Fazakerley- support for new teachers in Middle Years and Upper School. • Alan Fazakerley staff training sessions throughout year (language, consent- what does it mean for different learners and how to facilitate, relationships- what is appropriate and how to engage and interact with learners appropriately). • Review session throughout year in teachers meeting with Alan Fazakerley. 	Term 1 Term 1 Ongoing Ongoing Termly Date to be arranged Date to be arranged Date to be arranged.	SLT lead: Aline Kay Governor: Clive

Alongside the School Development Plan are separate Department action plans for the enhancement of our EYFS / Middle School and Upper School provision. Curriculum Leads also develop annual action plans identifying the necessary actions and milestones to enhance each curriculum area.

		<ul style="list-style-type: none"> • RSE learning walk by department leads. • Link in with external providers, e.g. Brooks learning disability nurses. 		
Resource requirements		Impact		
<ul style="list-style-type: none"> • Liaise with Heron's Moor council frequently • School council themes to be set before meetings • Communication systems- SaLT support in each class • SaLT meetings with communication lead • Display board- see what your council has done for you • Alan Fazakerley sessions to be bought in (Cost TBC) 		<ul style="list-style-type: none"> • Learners all have a communication device, they can communicate their wants and needs • Learners have regular opportunities to express their opinions and are listened to • Learners have an active voice in the school and make key decisions about school events and their curriculum. • Inclusive events with Heron's Moor • Staff feel secure and confident in ensuring they carry out safe practice • Learners are safe 		

Alongside the School Development Plan are separate Department action plans for the enhancement of our EYFS / Middle School and Upper School provision. Curriculum Leads also develop annual action plans identifying the necessary actions and milestones to enhance each curriculum area.

Behaviours and Attitudes

Goal 9	Responsibility	Milestones	Achieved by the end of	Supporting
<p>Ensure high standards of Behaviour support across both Campuses to actively reduce incidents of behaviours that challenge</p>	<p>AHT: Matt</p>	<ul style="list-style-type: none"> • Widen and develop the behaviour team in order to ensure PROACT-SCIP®UK trainers at both Campuses. Including training additional ProACT-SCIP®UK instructor. • Termly behaviour meeting to include whole teaching team • Proactive strategies identified to reduce incidents and evaluate effectiveness of strategies currently employed • Behaviour systems and analysis to work across both Campuses to support learners and staff in the effective use of systems for monitoring and addressing needs as they arise. • Produce informative behaviour reports to Governing Board three times per year to ensure effective governance. • Implement and embed Thrive initiative effectively through completion of assessments and provision of action plans for identified learners. • Take steps towards becoming a “Thrive school of excellence” • All staff have completed the initial and refresher ‘PROACTSCIPr-UK’ training, delivered inhouse. • Continuous ongoing training delivered by inhouse instructors to the staff team. 	<p>Term 3</p> <p>Terms 1 to 6</p> <p>Term 3</p> <p>Terms 2 /4 /6</p> <p>Term 2 onwards</p> <p>Term 1 onwards</p> <p>Annually</p> <p>As required</p>	<p>SLT lead: Kate L</p> <p>Governor: Neil</p>

Alongside the School Development Plan are separate Department action plans for the enhancement of our EYFS / Middle School and Upper School provision. Curriculum Leads also develop annual action plans identifying the necessary actions and milestones to enhance each curriculum area.

Resource requirements	Impact
<ul style="list-style-type: none"> • Additional teachers to complete PROactSCIP®UK training (£3,000 from training budget) • PROactSCIP®UK instructors to recertify (£1200 – from training budget) • Behaviour system implementation requirements as required (e.g. licence updates and testing) • Time allocated to behaviour meetings in termly monitoring schedule • Continued subscription to Thrive programme. • Training to be delivered to all teaching team as required and when needs identified – behaviour instructor time. 	<ul style="list-style-type: none"> • Staff to be confident in providing appropriate support for learners in line with PROactSCIP®UK therapeutic approach to behaviour support • Learners to receive high quality therapeutic approach to behaviour support allowing them to thrive in our setting • Share best practise across Baytree school and ensure learners receive the best possible standards of behaviour support mindful of trauma and attachment theory. • Increase positive mental health and wellbeing of learners • Reduce injuries to staff and learners • Ensure a least restrictive approach to behaviour support • Enhance quality and delivery of the therapeutic curriculum. • PROactSCIP®UK instructors based at both campuses to ensure a consistency in approach to support.

Alongside the School Development Plan are separate Department action plans for the enhancement of our EYFS / Middle School and Upper School provision. Curriculum Leads also develop annual action plans identifying the necessary actions and milestones to enhance each curriculum area.

Behaviours and Attitudes

Goal 10	Responsibility	Milestones	Achieved by the end of	Supporting
Actively ensure high levels of attendance for all learners.	AHT: Matt	<ul style="list-style-type: none"> • Review attendance action plan (all those below 90% three times annually) in order to identify specific needs of learners and identify support required. • Utilise outreach team to support learners unable to attend and provide high quality home learning opportunities to those not currently able to attend. • Hospital visits to provide high quality education to Baytree learners when admitted. • Back to school agreements to detail proactive strategies to support learners to attend when attendance is highlighted as a concern. • Monitor attendance in line with weekly safeguarding meetings to identify trends or incidents that may raise safeguarding concerns. 	<p>Terms 2 /3 /6</p> <p>Ongoing from term 1</p> <p>Ongoing from term 1</p> <p>Ongoing from term 1</p> <p>Ongoing from term 1</p>	<p>SLT lead: Ed</p> <p>Governor: Neil</p>
Resource requirements			Impact	

Alongside the School Development Plan are separate Department action plans for the enhancement of our EYFS / Middle School and Upper School provision. Curriculum Leads also develop annual action plans identifying the necessary actions and milestones to enhance each curriculum area.

<ul style="list-style-type: none"> • Outreach team to be deployed as required • Staffing adjustments to suit modifications to timetables and activities to support learner re-integration to school. • AHT time termly to review attendance and support. • Review of return to school provision documents with staff – AHT/teacher time – termly 	<ul style="list-style-type: none"> • Support improved attendance for individual learners leading to increased progress towards EHCP outcomes. • Ensure all learners on roll receive high quality bespoke education regardless of ability to attend Baytree site. • Safeguarding learners when unable to attend and ensuring appropriate steps are taken to remove barriers to attendance. • Learners reintegration supported to support improved attendance and increase engagement with school.
--	--

Alongside the School Development Plan are separate Department action plans for the enhancement of our EYFS / Middle School and Upper School provision. Curriculum Leads also develop annual action plans identifying the necessary actions and milestones to enhance each curriculum area.