

School Improvement Plan 2021/22: Summary of Objectives

Quality of Education

Outstanding

Ref.	What is the objective?	Why was this objective chosen?
1.1	For all students to make progress across the five areas of the curriculum relevant to their starting point.	To ensure each child makes progress against their EHCP outcomes and ALJ targets in readiness for their next transition point.
1.2	To re-establish an enhanced curriculum to maximise engagement and attainment.	Our curriculum offer has been restricted during the past 18 months due to the COVID pandemic. Some elements such as offsite opportunities, our RAFA café, travel training and work experience were compromised due to national restrictions.
1.3	To support the development of the literacy skills of our Year R – 8 students.	Through our involvement with the TADSS Literacy group it has been recognised that the introduction of RWI can have a positive impact on student progress.
1.4	To introduce an additional approach to further student engagement and further develop the students' ability to engage.	Attention Autism has been recognised nationally to positively support increased levels of students' engagement and progress. This has been trialled successfully during 2020/21 within our Early Years Department.
1.5	To further develop our curriculum, offer to ensure all pupils receive the relevant content in line with the national curriculum.	We recognise the importance of ensuring students have access to a broad and balanced curriculum.
1.6	To provide a new assessment model that is fit for purpose, is user friendly and reflects progress effectively.	The previous software was outdated and did not sufficiently facilitate customising content to reflect the personalised learning pathways. This will enable standardised moderation across other TADSS schools that have also adopted this software package (Connecting Steps).

Behaviour and Attitudes

Outstanding

Ref.	What is the objective?	Why was this objective chosen?
2.1	To further embed our therapeutic environment - where students feel confident, secure, valued and safe to access our challenging and ambitious curriculum and for policy and practice to match and both to reflect our therapeutic approach to learning.	We recognise that the students' feelings drive their behaviour – if they are feeling positive they are more likely to behave in a prosocial manner, access their learning and make progress.
2.2	To further empower pupil voice to further enhance our school community.	We wish to support students to recognise how they can positively influence change through collaboration, debate and appropriate communication.

2.3	To ensure staff are confident and knowledgeable regarding all areas of safeguarding ultimately creating an environment where everyone in the community feels safe and valued.	To ensure that safeguarding remains at the heart of what we do.
2.4	Students to benefit from increased range of therapies to support their well-being and engagement.	The COVID pandemic has impacted everyone in our community, and we recognise that additional support from a range of sources can support well-being.

Personal Development

Outstanding

Ref.	What is the objective?	Why was this objective chosen?
3.1	To further empower students to make positive decisions about their relationships.	To support the students to develop their understanding of healthy relationships. To provide students with more knowledge and tools to manage/communicate about their relationships.
3.2	To provide further opportunities for our pupils to engage with their learning and support their wellbeing using our natural environment.	We are fortunate to be situated in a rural setting and have recently invested in developing outdoor teaching spaces – in particular a potential forest school zone. We also recognise that our students have a range of learning styles and so require a variety of teaching and learning approaches to realise their potential.
3.3	To support the students and their families to develop their awareness, and ability to keep safe online.	As technology continues to develop and becomes increasingly accessible to our students it is vital that we continue to equip our students with the necessary skills to safeguard themselves.
3.4	Alongside LA colleagues to provide high quality careers information, advice and guidance to support next steps.	To ensure each student secures an appropriate pathway at transition points (Yr 11 & Yr14). (In line with Gatsby benchmarks.)
3.5	For the Beaucroft Community to have increased opportunities to support their well-being, participation and learning.	In acknowledgment of recent events regarding the Coronavirus pandemic and the significant impact this has had on the community as a whole and the limitation it placed upon our enrichment offer.

Leadership and Management

Outstanding

Ref.	What is the objective?	Why was this objective chosen?
4.1	To ensure the curriculum remains broad and balanced, fit for purpose and that there is a continuing focus on recognising and planning for next steps.	At Beaucroft we pride ourselves on having an innovative, creative and evolving curriculum to meet the increasingly complex and varied needs of our students. The curriculum will always be at the forefront of our vision and this is reflected in our commitment to subject leader development and curriculum review. The CPD offer is continually extended and reviewed to support this ongoing curriculum development.

4.2	To meet the increasing need for high quality SEND places.	Following Beaucroft proposals presented to the LA a feasibility study has been undertaken (use of a vacant local school site) which has provided us with opportunity to increase our capacity with a particular emphasis on increasing provision at Post 16 / 19. It has been recognised by LA preschool professionals that there is a need to support children with SEND at an early age to accurately assess their needs and provide a high-quality plan (if required) which is contributed to by a range of services and supports the child's transition into their Reception year.
4.3	To review roles and responsibilities and staffing structures to reflect the change in school profile.	To ensure a leadership system is in place to support the expansion of the school across two sites. To effectively utilise the skills and experience of our expanding staff team.
4.4	Support the Beaucroft community wellbeing through a comprehensive wellbeing programme for all (led by our new Wellbeing Lead and Working Group).	We recognise that the Beaucroft community has been impacted by disruption and anxieties caused by the Coronavirus pandemic. Consequently, staff and student wellbeing are a high priority in the coming year.
4.5	To support the LA inclusion strategy to support children with SEND within mainstream.	To continue our excellent partnerships with local mainstream schools in order to further increase their capacity to meet the needs of their pupils with SEND.