

## Beaucroft School Development Plan 2022/23

### School Development Plan: School Context



#### Context:

Beaucroft is a Foundation Special School for children aged between 3 and 19 with special educational needs and disabilities (SEND). The school has early years and post 16 provision. Our PAN is 215 and we currently have 191 students on roll. All of our students have an Education, Health and Care Plan (EHCP). Our students all have complex learning needs – many also have a diagnosis of an Autistic Spectrum Condition (ASC).

We are located across two sites. The first, our Colehill site, is in a semi-rural location, just outside of Wimborne, in the east of Dorset. Our second site, Beaucroft College, opens Easter 2023 and is located in the heart of Wimborne Town and provides specialist provision for our older students. We have a wide catchment area that includes Dorset, BCP, Hampshire and Wiltshire.

We have a strong and established leadership team that consists of two Co-Headteachers and four Deputy Heads. Staff turnover is significantly low and we always have a strong field on the few occasions we recruit for new teachers.

Our accommodation has a mix of old and new buildings – our latest block being purpose built providing four classrooms each with a separate space that can be used in a variety of ways to support the students (an additional teaching space, low arousal area, 'small garden'). We have excellent facilities including an outdoor swimming pool, an adventure play area, a new outdoor stage, a junior woodland playground, a whole school playground including an AstroTurf football area and a brand new early years playground. We have invested in providing small outdoor areas to individual classrooms where possible to support with a sensory diet / carousel approach to learning. We also have several sensory rooms / spaces. We have invested in developing a new dedicated Forest School area with outdoor classroom, firepit and shelter. In addition, we have created accessible, safe, sensory outside areas to numerous classrooms.

The school prides itself on the outstanding parental support provided and the positive partnerships we have with our families. We have a team of parent support workers who are passionate about their role. Frequent coffee mornings are held to offer a support network to families. Accredited parenting courses are held throughout the year such as NAS EarlyBird Plus, NAS TeenLife and Positive Parenting.

<p>Our full time Speech and Language Therapist supports across the school, delivering individual packages with a particular focus on supporting in class and embedding a consistent total communication approach. This in-class support and training ensures a high standard of SaLT is consistently offered in each class by all teaching and learning staff.</p> <p>We are an active member of the Teaching Alliance of Dorset Special Schools (TADSS) leading many committees, providing CPD across the region and working as part of the Outreach Team supporting students with SEND within mainstream provision. We run an Outreach Class at the school providing weekly support to local mainstream students and their TAs over a six week period.</p>	
<b>Current OfSTED grade</b>	Outstanding
<b>Co-Headteachers</b>	Joe Barnett & Diane Makariou
<b>Chair of Governors</b>	Noel Harrison

## School Development Plan: Summary of Objectives

### Quality of Education

Outstanding

#### Summary of current school self-evaluation:

At Beaucroft we offer a broad and balanced curriculum that has several strands, all reflecting our Vision for students to THRIVE and develop their self-esteem and resilience in preparation for adulthood, enabling all students to engage, enjoy and achieve whilst accessing a wide variety of experiences and opportunities (for example RAFA Café, Forest School, Work Experience, Theme days) that are tailored to match their abilities and interests. *'Developing their resilience and self-esteem is at the heart of pupils' learning experiences.'*\* The curriculum is adapted for each pupil to reflect the requirements of their EHCP within one of four curriculum models (Pre-formal, Semi-formal, Formal and Nurture). Progression in each subject is clear through planning and overview documents. This ensures all staff are aware of, and pupils are prepared for, next steps, transition points and preparation for adulthood. *'There are a range of routes to support and challenge every pupil's assessment, but each pathway is individualised and enhanced by complimentary programmes, interventions and bespoke resources.'*\* **(See Curriculum Handbook, Assessment Learning Journeys, Schemes of work.)**

Teachers consistently demonstrate comprehensive knowledge of subjects which is differentiated and both accessible and engaging for all students. Activities provided for students are personalised and student led, using areas that are of interest to them to promote engagement. Training has been provided to further promote engagement – Attention Autism. This approach is now used across the school – *'Attention Autism has also had a considerable impact on supporting pupils' progress in the curriculum's engagement strand.'*\* **(See Curriculum Case Studies, Attention Autism overview.)**

Early reading skills are taught and supported across the school using Read Write Inc and the Four Blocks Literacy Model resulting in students developing the knowledge and skills, relative to their starting points, to prepare for the next stage of their education and / or employment / training. **(See Literacy overview.)**

Our range of assessment indicators recognises achievements both academic and progress in all areas of personal development.

We baseline using Connecting Steps on entry to school (covers YR through to Post16). Connecting Steps links to our four curriculum models. Through this process teachers are able to establish starting points and subsequently plan bespoke learning pathways. We also measure progress through Assessment Learning Journeys (ALJs), monitoring levels of engagement, target recording and maintaining behaviour records and through therapy targets. We have several formal national accreditation routes including ASDAN (PP and PSD) and Functional Skills in Literacy and Numeracy (Entry Level). **(See Accreditation Headlines.)**

There are a minimum of two data drops during the school year. These, alongside pupil progress meetings, inform future planning and interventions. The majority of students are making at least expected levels of progress in Number and Reading. Our pupil premium students are achieving above our non-pupil premium students. **(See Data Presentation Powerpoint 21.22.)**

Clear transition procedures are in place that ensures students continue to make outstanding progress as they move through the school.

Destination statistics evidence that all Year 11 and 14 leavers secure appropriate provision.

New student questionnaire analysis evidence exceptional transition arrangements and very high level of parent satisfaction reflecting how effectively their children have settled in Beacroft. **(See What Visitors and our Stakeholders say.)**

Our subject leaders ensure that the Beacroft vision for their curriculum area is consistent, personalised and aspirational.

*\* Statement from our most recent external monitoring visit (June 2022).*

Ref.	What is the objective?	Why was this objective chosen?
1.1	To support the development of Numeracy skills across the school.	Although most pupils made at least expected progress in Maths, the figure was lower than the progress made in English.
1.2	To continue to develop our curriculum offer to ensure all pupils receive the relevant content in line with the national curriculum, in line with our school vision.	We recognise the importance of ensuring students have access to a broad and balanced curriculum and that all staff have clarity of school vision.
1.3	Literacy approaches are consistently used and taught across subjects.	We recognise that Literacy is taught across all areas of the curriculum and pupils will make the most progress when it is taught consistently.
1.4	To embed our latest assessment model and ensure that is fit for purpose, is user friendly and reflects progress effectively. Support teachers to use it formatively rather than in a summative manner.	To ensure our data provides an accurate reflection of the progress made by our students and to enable next steps to be identified.
1.5	To update our Curriculum documents to better reflect the outstanding, personalised Beacroft offer.	We value the importance of ensuring our paperwork truly reflects our vision and outstanding curriculum offer. This leads to greater consistency and confidence to deliver.

## Behaviour and Attitudes

Outstanding

**Summary of current school self-evaluation:**

Behaviour and attitudes are exceptional at Beaucroft School. Staff and students continue to THRIVE and this is evident when visiting the school. **(See What Visitors and our Stakeholders say.)**

Beaucroft follows a therapeutic approach to supporting students' behaviour and wellbeing, where the development of positive relationships is a priority. This results in a supportive community where students feel confident to develop their own internal discipline over time leading to sustained positive behaviour and healthy wellbeing. **(See Behaviour Policy & RPI data.)**

The Beaucroft community is proud of the school and therefore works together to ensure all feel safe and respected. **(See Questionnaire evaluations.)** Activities and strategies are evident across the school that help pupils' understand their feelings enabling them to self-regulate – examples being the use of visual strategies and prompts such as Zones of Regulation or feelings cards. **(See Communication at Beaucroft booklet.)**

Attendance is high considering the complex, often medical, needs of our cohort. Students whose attendance is a concern are identified and support put in place to help increase attendance. We work closely with our LA Inclusion Team, advising and supporting families where necessary. Support can take many forms such as increased parent support, enhanced reintegration packages and liaison with external agencies. **(See Attendance Policy.)**

Incidents are analysed to inform planning and responses. Records are maintained and possible patterns / areas of concern are identified leading to concise and consistent support / plans put in place. Bullying is infrequent and addressed according to policy. **(See Anti-Bullying Policy.)**

Staff receive frequent, ongoing, training and guidance to develop their therapeutic thinking which results in fewer incidents of negative behaviour and supports the development of strong, positive relationships. **(See Big 5 Schedules.)**

Pupil voice is strong at Beaucroft with an active Student Council representing views across the school leading to change/improvements. Students are encouraged to attend their Person Centred Reviews and complete questionnaires which demonstrate high levels of engagement and happiness. **(See Pupil Voice Policy.)**

Students are encouraged to share any concerns. The Friendship Crew also support positive peer relationships and inclusivity. Continued focus on e-safety across the curriculum including input from the Dorset Safer Schools Police Team. **(See E-safety SOW.)**

Mental health and wellbeing is an integral part of the school day at Beaucroft School. Staff know the students really well and from the time they come to school, to the moment they leave, all staff are supporting the students at school.

Students learn about mental health and wellbeing through structured lessons in PSHE, Assemblies and key events in school. Staff also have good relationships with parents/carers and can support the students in their class in an individualised way.

The physical environment at Beaucroft School meets the needs of students with sensory processing and mental health difficulties. Every classroom is set up specifically to meet the needs of the individuals in that class; many include quiet rooms and adapted spaces/areas which are constantly reviewed for the students in that class. Class teams work together to review how to ensure that the classroom caters for all who access it.

Students are aware of how they can access help for their emotional wellbeing. Here to Help Team posters are posted across the school, and Let's Talk signs on office doors of the Here to Help Team.

Small classes with high staff ratios allow students daily opportunities to talk about emotions. Students use Zones of Regulation to discuss emotions daily. Students are supported with self-regulation and staff will also support with co-regulation, if needed.

All students are given the opportunity to reflect and feedback on the whole school approach (i.e. through systems like school council). Individual interventions are standard practice for our school, and we work closely with multi-agencies. External agencies are used as needed – e.g. drama, music, and art therapies.

There is a whole-school approach when supporting the students with their mental health and wellbeing. It allows us to respond to the individual needs of the students and creates a culture which supports and guides them with their resilience and wellbeing on a daily basis.

There is a tangible culture of empathy, tolerance, respect and kindness that pervades the whole school. This is difficult to quantify but clearly a reason why so many parents chose Beaucroft. **(See What Visitors and our Stakeholders say.)**

Ref.	What is the objective?	Why was this objective chosen?
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1.1	To ensure that there is effective and consistent support in place for our students with the most needs in respect to emotional regulation.	We recognise that students who are more able to manage and regulate their emotions successfully are also more able to access our curriculum offer and ultimately make progress across a range of areas.
1.2	To ensure accurate recording and analysis of behaviour incidents that leads to effective planning / support	Effective plans and strategies can be implemented through the analysis of previous incidents and identification of triggers.
1.3	To further enhance our inclusive community to ensure all feel safe and included.	Students make more progress when they feel safe and valued.

## Personal Development

### Outstanding

#### Summary of current school self-evaluation:

At Beaucroft we build experiences and knowledge by immersing our students in the world around them such as visiting or working in our RAFA café, holding themed days, providing residential trips and community visits. This results in students developing their knowledge and cultural capital to further support them to succeed in life. *'Engagement and enrichment is at the heart of the curriculum and it is clear that teachers and leaders endeavour to make the most of every opportunity for individual pupils to succeed.'* \*

A fleet of minibuses allows for each class to have frequent visits beyond the school facilitating the life skills that are fundamental for our students and opportunities to extend and transfer skills beyond the classroom.

Students are well prepared for life in Modern Britain through the promotion of British values. They are taught to work as a group, listening to and negotiating with one another. They experience making choices with a strong emphasis on the development of communication skills in order that they can express their feelings and ideas. Our Therapeutic Thinking approach to supporting behaviour promotes consistency and provides clear expectations for our students and they learn to follow routines and adapt their behaviour depending upon the activity. Students are supported to play and work alongside each other and respect that other people may have different views or beliefs. This results in students being increasingly able to demonstrate their tolerance and respect for others both within school and beyond, a feature that Beaucroft is very proud of. **(See Behaviour Policy.)**

High quality opportunities are planned for students to further develop their interests and talents which results in increased confidence and self-esteem. An example being students attending a recording studio session to make a CD of their songs from a whole school talent show (BGT). Enrichment opportunities include weekly dance and drama sessions with a local independent school. A new outdoor performance area provides further opportunities to encourage expressive arts. Sporting developments have been planned for by securing regular external provider support for examples AFC Bournemouth and Disability Cricket.

Personal development, alongside academic, progress is reflected through ALJs in the areas of SEMH and PD enabling staff to identify areas of progress and plan for next steps. **(See Assessment Learning Journeys.)**

Students are prepared for adulthood from the time they start at Beaucroft- this is demonstrated through the department PfA overviews. The Gatsby Benchmarks framework is used across the school. Work experience opportunities are provided within both the Beaucroft and wider communities (eg – working alongside our site manager, kitchen lead and ICT technician). We have ex-pupils employed at school which provides further inspiration for existing students.

Our Post 16 café demonstrates the culture and ethos preparing our students for playing a meaningful role in the community and experience a real-life work setting. This results in increasing levels of confidence and transference of skills as well as adding social value to our local community.

We continue to integrate a range of therapies to support all areas of our students' development. This year we have added Drama therapy to our offer, alongside existing Speech and Language and Music therapy. To further embed and integrate practice, music and speech therapists have delivered a range of training throughout the year. These therapeutic interventions have included students with SEMH needs supporting increased self-regulation and leading to higher levels of confidence and engagement. **(See example Communication Audit, example therapy reports.)**

Our Forest School is a child-led holistic process that aims to increase children's personal, social and emotional development through regular outdoor woodland activities and experiences. This allows children the time and space to improve their self-esteem by developing new skills, creating new interests and increase their understanding through a range of practical activities in a relaxed woodland setting. This results in the development of positive relationships, higher levels of engagement and opportunities to achieve personal development targets beyond the classroom. **(See Forest School Engagement Profiles.)**

Further local collaborations enhancing personal development include community projects such as the Wimborne Community Garden, our Harvest Collection for the Wimborne Food Bank and the recent Parkstone Grammar planting partnership project.

The focus on personal development remains at the heart of what we do at Beacroft ensuring students are prepared for next stage of transition within and beyond school through increased confidence and self-esteem and the acquisition of a wide variety of skills.

- *Statement from our most recent external monitoring visit (June 2022).*

Ref.	What is the objective?	Why was this objective chosen?
1.1	To expand opportunities for our pupils to engage with their learning and support their wellbeing using our nature 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.
1.2	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.
1.3	An increased focus on ensuring students feel confident and have the means to share views and ultimately contribute to school improvement.	We value the students as our most important stakeholders and recognise that their views can positively influence change/improvements. Students need to feel empowered and valued in order that they feel part of and proud of the school and wider community – adding social value.
1.4	Provide students with skills and knowledge to keep themselves safe online and when using social media.	Increasingly students are being given access to and utilising online activities and social media to keep in contact with peers outside of school.
1.5	To increase work experience and employment encounters	To provide more opportunities for our students to develop an understanding of and skills for being in a working environment.

## Leadership and Management

## Outstanding

### Summary of current school self-evaluation:

School Leaders' are supported by and accountable to a strong board of Governors, who provide challenge and scrutiny ensuring the school is providing high quality education for all in a safe and supportive environment. *'The Governing body has strengthened arrangements for monitoring and evaluation to ensure they have a clear understanding of the strengths and weaknesses of the school.'*\*

Safeguarding remains a priority with continual training and refreshers. It is an agenda item in whole school and department meetings. Serious Case Reviews are shared and considered with staff resulting in a team who are confident and able to follow procedures and protocols – avoiding complacency. **(See Safeguarding Folder.)**

Subject Leaders' focus is on providing clear progression steps and knowledge of their subject to their colleagues ensuring students are provided with high-quality education that matches their needs and abilities. Leaders ensure all pupils' needs are met through personalised interventions, therapies and programmes. *'A recent successful intervention was the English subject leader working alongside colleagues to model effective delivery of RWI.'*\* **(See Progression Documents, Subject Leader Folders.)**

Termly Learning Walks take place including Governor and SLT representation alongside Subject Leads. Progression maps and action plans are monitored and reviewed. This overview ensures that there is a connectivity and thread through our curriculum. *'Leaders have a clear vision for the curriculum at Beaucroft. Leaders have continued to monitor the impact of the curriculum on raising achievement. Recent evidence gathered reflects the success with which the school is meeting the needs of all the pupils and preparing them well for independence.'*\* **(See Learning Walk Monitoring Reports.)**

The school has a clear vision (THRIVE) that is shared by all resulting in an aspirational provision where all students are valued and provided with opportunities to realise their potential. Leaders model and promote the vision consistently.

We recognise the importance of supporting staff well-being, including workload levels, and have initiated a Well-Being group led by our Well-Being Leads, created the role of PCR Facilitators and provided additional IT support. Accredited training has been completed and the Well-Being group has worked with the SLT to plan a Well-Being Day. Monthly well-being focused Coffee Afternoons for staff (often with a focus – ie Menopause). The school offers a well-being package that includes access to services such as counselling, physiotherapy, GP appointments, free staff Health Checks during school time and further medical support. This results in a more open conversation regarding well-being – supporting staff attendance and accessing support. **(See Staff Questionnaire responses.)**

Leaders provide an extensive CPD offer which includes staff sharing areas of expertise, regular Steps and SaLT training, access to The National College online library and further external courses. Subject Leaders belong to Subject Forums as part of the TADSS partnership. Outcomes include increased confidence and up to date knowledge for Subject Leads as well as a greater understanding of curriculum areas across the whole school for all teachers. Leaders recognise the significance of staff feeling valued and invested in, leading to even greater staff retention and looking to develop future leaders. **(See Training Records.)**

We are very proud of our parent support offer and we increased our parent support allocation in September 2022. We have an extensive programme of formal training and support and a wider remit where parents engage with the school to seek support for a range of need. This support includes home visits, providing strategies to work with students at home, extensive links with social care, establishing transition links and induction. This high level of engagement with families helps to provide our students with a consistent, comprehensive support structure. **(See Website 'What Visitors and Stakeholders Say.')**

Leaders continue to collaborate with the LA regarding the expansion plan and the opening of the new college in 2023. This will provide up to 80 additional places for children and young people with SEND in the local area. Alongside this plan, the LA are working with leaders to improve facilities on the current site, which will provide an enhanced environment. **(See Plans.)**

Beaucroft continues to be an outward facing provision. A recent example being the creation of the first Dorset Outreach Pilot class. This provided opportunities to share our exemplary, inclusive practice with a range of mainstream colleagues and supported their capacity to successfully include their young people with additional needs. This has been shared with all TADSS schools as a blueprint model. **(See Evaluations and PowerPoint.)**

We continue to provide Outreach, training and teacher training support. We have committed to extended parent support through funding several NAS Teenlife courses in addition to a rolling programme of NAS EarlyBird+ courses. **(See Parent feedback.)**

*\*Statement taken from latest external monitoring visit (June 2022).*

<b>Ref.</b>	<b>What is the objective?</b>	<b>Why was this objective chosen?</b>
1.1	Enhance collaboration between subject leads and SLT to ensure a consistent implementation of school vision.	We recognise the importance of collaborative work to ensure students are provided with a consistent offer reflecting the school vision.
1.2	Have a new college site open by September 2023 and increase number of student places over the year.	There is a high demand for specialist SEND places across the county.
1.3	Have a staff team who continue to be motivated and feel valued and therefore are invested in the Beaucroft vision.	We value the importance of investing in staff to ensure high levels of retention, outstanding practice and ultimately enabling students to fulfill their potential.
1.4	To provide a website that is user friendly and quality assured.	Need for all stakeholders to have access to up to date information and provide clear navigation routes to locate information.
1.5	Increase staff team to reflect increase in student number enabled by expansion.	As the College site opens, more opportunities will arise to increase student number, leading to a need for more staff.
1.6	Students and staff successfully transitioned to new college site.	We hope the opportunity to expand our provision through the use of an additional site (Beaucroft College).