

Beaucroft School Improvement Plan 2023.24

School Improvement Plan: School Context



Context:

Beaucroft is a Foundation Special School for children aged between 4 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 217 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, which opened in June 2023, 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 despite the challenging times regarding recruitment.

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 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. She is supported by our Speech and Language Therapy Assistant (SaLTA) team. 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 ran an pilot Outreach Class at the school providing weekly support to local mainstream students and their TAs over a six week period. This is now a blueprint model that we are supporting Dorset LA to roll out across the county.</p>	
	Current OfSTED grade	Outstanding
	Co-Headteachers	Joe Barnett & Diane Makariou
	Chair of Governors	Noel Harrison
School Improvement Plan: Summary of Objectives		

Quality of Education Outstanding
<p>Summary of current school self-evaluation:</p> <p>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 Community Café, Forest School, Work Experience, Theme days) that are tailored to match their abilities and interests. <i>‘Developing their resilience and self-esteem is at the heart of pupils’ learning experiences.’*</i> 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. <i>‘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.’*</i> (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 – <i>‘Attention Autism has also had a considerable impact on supporting pupils’ progress in the curriculum’s engagement strand.’*</i> (See Curriculum Case Studies, Attention Autism overview.)</p>

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 22.23.)**

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 Beaucroft. **(See What Visitors and our Stakeholders say.)**

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

** Statement from our external monitoring visit.*

Ref.	What is the objective?	Why was this objective chosen?
1.1	To ensure that our curriculum offer continues to be relevant and meaningful and meets individual need.	We recognise the importance of having a curriculum that engages and inspires in order to achieve our vision for every student to engage, enjoy and achieve - developing self-esteem and resilience in preparation for adulthood.
1.2	To promote reading for pleasure amongst our students by creating a library for all pupils to access a variety of reading material, ultimately improving reading level across the school.	Reading is a vital life skill that supports progression across all areas of the curriculum. Students will be more motivated to read if they are presented with a greater range of materials that are of interest to them.
1.3	To support students to develop deeper understanding of their mathematical knowledge and to progress to next steps.	White Rose is in the earlier stages of development within Beaucroft. To further its implementation, the curriculums need to be resourced as accurately to the schemes as possible taking in the expertise and knowledge of schools with a proven track record of teaching and resourcing these two key areas. Visiting TADSS schools, mainstream schools and Special Schools outside of Dorset and building links with these schools will be a key element. As Beaucroft has increased in size there will also be additional staff on site who will need to be resourced effectively to complete their roles within Mathematics.

1.4	To identify small levels of progress, through the use of software, to support students to achieve their next steps.	Evisense will provide a system for teachers to tell 'the story of individual pupil's learning'. It provides a way to capture and record photo and video evidence of learning easily. Evidence is more than a graph or number; it tells the story of how learning happened. Evisense will support teachers to show all the small steps of progress that our pupils make across a wide range of areas including individual EHCP outcomes.
1.5	To provide more SaLT support to a wider number of students across the school.	Communication continues to be a primary need for the majority of our students. We acknowledge that communication supports independence and helps us build relationships by allowing us to share our experiences, and needs, and helps us connect to others.

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. 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 / student relationships are positive enabling staff to support students effectively from the time they arrive at school, to the moment they leave.

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 environment 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 Regulations 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?
1.1	To develop students' understanding and use of emotional literacy.	We acknowledge the importance of being able to recognise emotions and understand how these emotions impact on feelings and therefore behaviour.
1.2	To further enhance our inclusive community to ensure all feel safe and included.	Students make more progress when they feel safe and valued.
1.3	To further ensure staff provide consistent responses to support students to manage their behaviour.	Students' anxieties reduce when they are supported consistently. Staff have greater confidence when they have a clear plan to follow. The use of the Toolkit ensures thorough analysis and planning, that considers the students' experiences and feelings, has taken place before a strategy is implemented.
1.4	To further support the students' ability to manage their emotions by increasing and co-ordinating the interventions offered.	We recognise the importance of supporting student mental health and wellbeing to promote personal development and engagement.

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 Community 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 experiencing 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. Last year we have added Drama and Dance 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. This year we have funded weekly OT support, providing additional in class support for staff and students as well as formal training. 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 Parkstone Grammar planting partnership project.

The focus on personal development remains at the heart of what we do at Beaucroft 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 external monitoring visit.*

Ref.	What is the objective?	Why was this objective chosen?
1.1	To further support students to be safe when using technology.	Technology continues to develop at a great pace and becomes more accessible to our students. There are more opportunities for our students to use social media and gather information online. While this can be a positive experience, our young people need support to develop the skills and knowledge on how to keep safe online and how to use social media positively.
1.2	To support pupil engagement through enrichment with a focus on preparation for adulthood and towards independence	Engagement leads to progress in all areas. Many of our students' primary need is communication and independence. Our extensive enrichment opportunities facilitate the invaluable transfer of skills and application in real life settings.
1.3	To increase work experience, particularly at Beaucroft College	Beaucroft College is a teaching college with many opportunities to shadow and participate in work experience. For example – reception / office duties, site management, catering, Café. This experience is crucial to preparation to adulthood and post Beaucroft pathways.
1.4	To develop community awareness of the importance of trees in supporting our environment.	We recognise that the whole Beaucroft Community has a responsibility to look after and respect our natural environment. By undertaking projects to support this we will develop awareness amongst students, staff and families.

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 Literacy 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 thorough 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 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 Therapeutic Thinking 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 external monitoring visit.*

Ref.	What is the objective?	Why was this objective chosen?
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1.1	To support staff in developing their knowledge and awareness of new initiatives.	Developing staff awareness and confidence will enhance our curriculum offer and support pupil progress across all areas.
1.2	Support the delivery of the curriculum by ensuring all leaders are confident in their role and responsibilities supporting across two sites when applicable.	To support staff workload and wellbeing.
1.3	Increase efficiency and support staff workload through the use of software (SIMS).	We recognise how the effective use of software can reduce workload and support staff to work more efficiently.
1.4	To establish continuity of total communication approach across both school and college sites and to further develop strategies.	Following on from last year, where we introduced the Beaucroft communication booklet, we would like to embed this and now the school is on 2 sites, it is important to ensure that practice is consistent on both sites.
1.5	Further support staff wellbeing to ensure we have a motivated and engaged staff team.	We recognise that supporting staff wellbeing leads to higher attendance and enhanced sense of belonging.