

# **School Improvement Plan**

## **Social Education Team 2019 – 2020**

### **Key Objectives**

- To improve the outcomes for all students across the 24 hour curriculum
- To empower and inspire the Social Education Team to provide the best possible outcomes for each individual student.
- To embed the revised TSP system across all the Social Education delivery and develop its potential to collect progression data.

**Staff / Team Development** - 'Creating and maintaining a knowledgeable, experienced and empowered staff team'

Actions	Leaders	Success Criteria	Resources	Cost	Time Line		Monitoring	Reporting to	Progress as of Jan 2020	Impact
					Start	End				
1.1 Consider a review of the staff supervision and appraisal system. (Ofsted)	SE/GS/A B/CJ	All Social Education team to feel that the model used ensures the opportunity for open professional discussion with agreed outcomes.		nil	Sept 2019	July 2020	SE	SLT		All staff team feel that their individual, contributions are valued with AET assessment utilised.
1.2 implementation of the revised TSP 2 system across all key working allocations including provision of TSP training and updates.	SE/GS/A B/CJ	TSP 2 system used with confidence by all SocEd team and promoting partnership working with parents and carers.		nil	Sept 2019	July 2020	SE	SLT		The TSP 2 utilises part of the AET framework for data collection. This will provide additional data for progression tracking of social progress.
1.3 ongoing assessment of the AET framework and further use of it as a tool to guide CPD	SE	Further implementation of the assessment aspects of the framework in		nil	Sept 2019	July 2020	SE	SLT		SocEd team to be fully engaged in using TSP2.

		the delivery of the 24 hour curriculum								
1.4 introduction of the SocEd calendar	SE	Calendar to be used by all team members for planning.		nil	Sept 2019	Dec 2019	SE	SLT		All SocEd team will be able to find information directly influencing their working day.

**Student Voice** - 'To ensure that student voice is at the centre of our daily practice and wider strategy'

Actions	Leaders	Success Criteria	Resources	Cost	Time Line		Monitoring	Reporting to	Progress as of Jan 2020	Impact
					Start	End				
2.1 Improve mechanisms and platforms for hearing non-residential student voice	SE GS AB CJ	Data collected and available for evidencing non-residential students voice		nil	Sept 2019	Dec 2020	SE CJ AB GS	SLT		Ensuring that all students have a voice in the development of all aspects of the 24 hour curriculum.
2.2 ensure that all data from TSP version 2 is collated and analysed for evidence of student voice.	SE	Information presented in graph format to evidence student input to improving the school and personal outcomes			Sept 2019	July 2020	SE CJ AB GS	SLT		Ensuring that all students have an equal voice in the school.

**Compliance** - 'Guaranteeing our adherence to legislation to create the most effective policy and process'

Actions	Leaders	Success Criteria	Resources	Cost	Time Line		Monitoring	Reporting to	Progress as of Jan 2020	Impact
					Start	End				
3.2 Development and implementation of individual student safety plans highlighting all known safeguarding concerns.	SE	All students to have initial safety plan after induction meeting and for the key worker to develop.		nil	Sept 2019	Dec 2020	SE CJ AB GS	SLT		Maintain a focus on ensuring safeguarding compliance at all times
3.33 Ensure compliance and adherence to national legislation and policy	SE	Ensure that we are at all times compliant with changes in legal requirements throughout the year	Membership of the Key for School Leaders and Safeguarding forum.	nil	Sept 2019	July 2020	SE	SLT		Review of National Minimum Standards Compliance taking place. Review of National SEN Reforms to ensure that school compliance taking place Review of Ofsted Social Care Inspection Framework (SCCIF) to ensure that school compliance taking place

