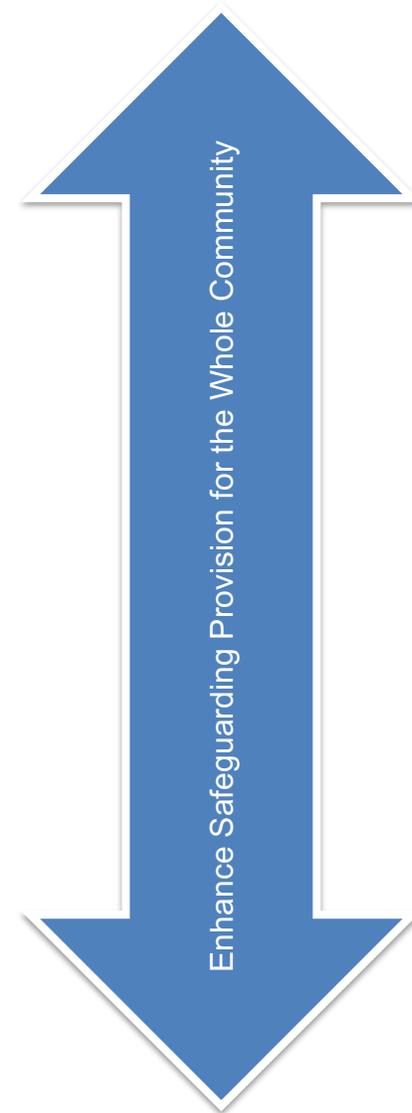


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Priority Area 1: Outcomes for Pupils.

Objective:	Tasks to achieve objective:	1. Staff 2. Resource	Outcome: Date Evidenced:
1. Attainment Increased.	<ul style="list-style-type: none"> New personal care targets put into place linked to current assessment systems (18-20). Above targets audited and re-focussed (18-19). All clubs (within and beyond the school day) have a clear opportunity to record exceptional attainment (17). All pupils benefit from 'bespoke' learning pathways (17). Pro-active use of intervention (17). Pro-active drive to provide appropriate accreditation (KS3 up). 	1. DHT KH EC PPSA's FE Lead 2. Within current staffing	October 16 – 'bespoke' pathways consistently revisited by learning walks, fortnightly. Evidenced consistently. January 17 – All LSP's written and influenced by initial data. Clear analysis of sensory need and interventions planned by specialists. June 17 - CPD delivered for PPSA's re: personal care targets. Now in initial stage of use, including massage targets and review. June 17 – Proactive use of targets achievements and outcomes demonstrated across the school in all areas and evidenced in staff moderation 11.05.17 and in data shot end May '17. June 17 – All LSP's now specifically targeted and linked through DHT (where needed), to actively respond to any short fall in attainment. August 17 – The HT and KH have clearly discussed the need and acted on 'WOW moments being recorded during out of hours provision (OOHP). To be revisited and evidenced in this years learning walks. November 2017 – ASDAN work achieved and recorded at OOHP. May 2018 – An exceptional year for attainment with an overall Increase (evidenced on website page for exams and accreditation). October 2018 – personal care targets up and running specific to ind children in pathfinder class (EMc). July 19 – New impetus into the timetabling clearly links ECHP's to LSP's to individualised timetables.
2. Examination range expanded.	<ul style="list-style-type: none"> Curriculum audit undertaken and pupils targeted (17-20) Teaching staff to receive training as needed (17-20). 	1. DHT AG LH 2. Within current	October 16 – AG, RH and KH have all been booked onto ASDAN training courses to allow them to deliver a wider range of accreditation within the 14 – 19 classes Sept. 16 – The first cohort of Duke of Edinburgh awards have been started in the FE Department. May 2017 – The HT visits Trodheim, Norway to see best practice in relation to developing a Creative outdoor learning environment

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	<ul style="list-style-type: none"> • Timetables are adjusted to enable pupil achievement (17-20). • FE examination range adjusted to cohort (17-20). • Duke of Edinburgh award instigated by staff with targeted cohort (17-20). 	<p>timetabled resources CPD for teaching staff Approx. £2000</p>	<p>based around the Reggio Emilie model. Developed and disseminated to pre-formal teaching staff and governors. June 17 – First cohort of Forest Schools trained teachers undertake training. August 17 – Initial discussions take place with specific teachers to increasingly develop the creative aspect of the curriculum. November 17 – Widest examination and certificate range evidenced at school celebration assembly. July 18 – DoE awards ongoing. Feb 19 – revision to DofE structure makes this unattainable for many of the cohort. Decision taken to not take this forwards.</p>
<p>3.Communication Provision Expanded.</p>	<ul style="list-style-type: none"> • Staff ratio for Eyegaze delivery increased (17-20). • Timetable adjusted to provide more capacity to deliver Eyegaze (17-20) • Staff given training to develop skills through performance management (17-20). • Attainment is linked to current assessment systems (17-20). 	<ol style="list-style-type: none"> 1. HT DHT Eyegaze staff 2. Within current timetabled resources. CPD with current staff. 	<p>Sept. 16 – RS has begun working closely with DW to deliver Eyegaze programmes to pupils. RS is now starting to deliver bespoke programmes to pupils in Form SD. HB delivering in new semi-formal class JH. April 17 – Eyegaze staff targeted through PM for support staff. All PM linked to SIDP. Jan 17 – revision of Eyegaze staffing undertaken. May 17 – Eyegaze specialist has full review of assessment with data lead RW, high quality reassured and linking starts. May 17 – Following the completion of PM for support staff, Eyegaze is focussed as an ‘in-classroom skill set’. November 17 – DHT assesses, revises and adds further scrutiny and to Eyegaze provision. More pupils seen for more sharply focussed work. May 18 – More support staff ask for Eyegaze training as part of PM. June 18 – Reduction in Eyegaze equipment from NHS providers. Feb 19 –New equipment sourced and provided into school (6 machines). May 19 – More support staff skilled to use the machines throughout the school day, independent of the specialist who writes and monitors independent school plans.</p>
<p>Impact Statement: Following the integration of the SIDP into the school culture, large steps have been made to further achieve within this area. Further depth of impact is being shown through the data shots, combined with new moderation practice and improved teaching methodology across the wide range of learning activities in school. Federated working with Thomas Wolsey and Beacon Hill will provide further opportunities for more accurate overview regarding our similar cohorts.</p>			

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Priority Area 2: Teaching, Learning and Assessment.

Objective:	Tasks to achieve objective (with ti	1. Staff 2. Resource	Outcome: Date Evidenced:
1. Enhancing Music and the Arts.	<ul style="list-style-type: none"> • Skills developed with 'Music Through Technology' and new resources utilised and expanded (17-20) • SEND East expands multi-school arts projects (17-20). • Dance developed within the curriculum using current staff skill sets (17-20). • Audit of increased provision undertaken and re-targeted (17-20). • Expansion of shows and events within the school calendar building new Music/Arts teams (17-20). • New music lead coming into place September 2018 	1. DHT DB 3. Within current staffing	September 16 – CB is delivering Sounds of Intent sessions to each pre-formal class January 17 - Autumn term Dance programme delivered and written up a high standard. April 17 – First audit undertaken and dance and performing arts re-targeted though PM. June 17 – expansion of events evidenced through the schools calendar of events, feedback responses. November 2017 – The depth of skilled, experienced and enthusiastic staff into this field has been developed through recruitment and PM. January 18 – DB increases the time he has with the EYFS pupils through re-timetabling. January 18 – expansion of individualised activities for drumming and guitar through specialist DB, September 18 – DB comes fully into role as the new music lead. September 18 – Full QA of Variety show and productions, leading to further community links. March 19 – New teaching staff appointments reflect this, with two members going into Pre-Formal from the Frozen Light company. June 19 – For the first time every pupil in the school will have a specific music experience each week with our highly qualified music teacher, in the new academic year.
2. Increased specialism of staff.	<ul style="list-style-type: none"> • Eyegaze team expanded and trained using internal skilled staff (17-20) 	1. HT DHT HS Eyegaze staff	October 16 – 5 staff have undergone 'Rebound Therapy' training so far, with a further 4 staff to be trained before December 2016. Superb examples of learning recorded on learning walks. October 16 - Eyegaze team expanded; SOI delivery assured by CB; increased Trachy team; all PM linked to SIDP.

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	<ul style="list-style-type: none"> Expanded team provision for increased complexity of cohort including Tracheotomy (17-20). All staff performance management of staff to be linked to pay progression and SIDP (17-20). Re-structured support staff bed into new roles under the newly qualified business manager (17-20). Linking with National Health Service staff to provide greater depth of provision on the current and developing school site (17-20). 	<p>2. Within current timetabled resources</p>	<p>October 16 – Office restructure ongoing including building works and interviews with roles agreed by Personnel. June 17 – Developing deeper relationships evidenced through challenge recorded through NASSH and Heads and Officers. Improved SaLT Provision evidenced and Community Paediatrician Nursing team relationships. July 2017 – HT meets with NHS Clinical Commissioning Accounts Lead and agrees the case for a full-time nurse with financial support. October 2017 – Following the reduction in CAHMS and social care provision, new nurture provision is planned for, recruited and developed. November 2017 – Into home working is explored and delivered for one pupil on a time-limited aspect while awaiting CAHMS support. April 18 – On site community paediatric Nurse links to other specialisms developed including Nurture, Medical Assistants, increased grounds and buildings staff, increased admin support staff. January 2018 – Expanded and revised Nurture Provision reacts proactively to develop ‘Clare at Home’. Early strong wins with school refuser, those on long term sick and out-of-county. March 19 – Clare at Home is launched and training is done by staff involved regarding best practice for homeworking and safety.</p>
<p>3. Enhanced Outdoor & Community Learning.</p>	<ul style="list-style-type: none"> Develop new garden areas to allow for more ‘break out’ opportunities within the pre-formal and semi-formal cohort (17-20). Formal and pre-formal lead all staff in this development (17-20). FE to develop TITAN to support more out of school learning opportunities (17-20). Re-development of the outdoor areas (17-20). 	<p>1. HT DHT HS LR LH AG Parents and Carers 2. BM to fund using 3rd sector links.</p>	<p>28.10.16 – New gardens developed inc. LR, HS using 3rd party funding. Jan 17 – 3rd sector funding sought for re-development of outdoor areas. £67k + obtained by HS and providers sought at this stage. March 17 - Following HT’s Trondheim research trip extra push is given to ‘outdoor learning’ linking to planning and investing in Forrest Schools training. April 17 – FE out-of-school learning evidenced through learning walks, and facilitated further through PM. June 17 – BM has managed to fund a new MUGA pitch through 3rd Sector funder. Completed Summer 2017. Throughout 17/18 – HS completes her Forrest Schools training and this is to be timetabled in a further push for 2018/19. April 2018 – new bell tent is planned and delivered through 3rd Sector funding, and charity working. April 2018 – Newly appointed member of staff ‘community support’ takes control of outdoor play and exercise providing a</p>

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	<ul style="list-style-type: none"> Investment through 3rd sector funding to re-develop playground (17-20). The development of 'Clare At Home', to work with selected pupils and their families in the community (18-20). 		<p>fuller range of activities and opportunities for further learning including cycle awareness.</p> <p>December 2018 – Head secures 69k of independent funding for the renovation of the outdoor play areas. HS to provide quotes to finance team by end Spring 2019.</p> <p>January 2019 – ELT starts to develop a programme to work with pupils at home/in hospital in response to attendance issues. Based on impact of previous years work in the home with pupils.</p>
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Impact Statement: Pushing on from the outstanding Ofsted judgement, staff have grasped the reassurance in our direction of travel and are achieving in all these areas. Pupils are benefitting from the changed curricula with more specialised staff and this will be reflected in the data triangulation. "Clare to Home" developed to have impact following clear analysis of attendance figures in real-time. Our Business Manager's acumen with regard to stimulating and benefitting from 3rd Sector partnerships is exceptional, and was evidenced by the drive to plan, fund and build a MUGA pitch in a one-year cycle. Break times are now opportunities for learning with a wide range of activities and improved outdoor environment.

Priority Area 3: Personal Development, Behaviour and Welfare.

Objective:	Tasks to achieve objective (with timeframe):	1. Staff 2. Resource	Outcome: Date Evidenced:
1. Develop a 'Community Café', and Into-Work Skills.	<ul style="list-style-type: none"> Community Café to be developed linking to expansion of opening times for the playground in school holiday, also providing appropriate care facilities (17-20). After initial trial and review to work to develop a funded Café linked to Saturday and Holiday clubs using 3rd Sector funding (16-18). 	<ol style="list-style-type: none"> DHT, HS, KH Within current staffing 3rd Sector Funding Groups. Additional staff funding to be partially supported by Café profits. 	<p>October 16 – Initial pathfinder for Café run through the Summer – viable for funding.</p> <p>October 17 – Initial funding attained for the community café project.</p> <p>August 17 – Community Café runs for two weeks over the Summer Holiday, allowing the community to have access to the school site. Makes a clear profit – reviews to be sought through learning walk.</p> <p>November 2017 – This provisions development is linked initially with the Hydro-pools development.</p> <p>March 18 – work experience placements at the Eaton Park Café successful.</p>

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	<ul style="list-style-type: none"> Parents and Carers to link with siblings to support out of hours learning on community café days(17-20) Linked targets to skills developed adding into attainment data. 		
2. Increase the Out of Hours Learning.	<ul style="list-style-type: none"> Review and audit of current activities and new plan proposed and costed by DHT, HS and KH with out of hours leads (17-20). New opportunities and funding sought both 3rd sector and by expanding provision to include, where possible, siblings and post 19 (17-20). All subject leaders to ensure opportunities for out of hours learning is increased linking to curriculum using performance management (17-20). Attainment from learning activities adds into current assessment systems (17-20). All teaching staff to advise on and set appropriate homework activities under monitoring of the DHT (17-20). 	<ol style="list-style-type: none"> HT DHT KH HS Subject Leads Within current resources & curriculum activities funded as per Charging and Remissions. 	<p>June 17 - Review of current activities and costs undertaken by HS, KH and FJ. Outcome to increase charges to make them more in line with other provisions, and enable us to provide more.</p> <p>June 17 - Review of an expanded offer for specific individual events (FV Conference).</p> <p>July 18 – Proposal and plan to further develop a new overall lead for out of hours services. School is aware of the need and cost of alternative provisions.</p> <p>September 2018 – Full costings provided by 3rd Sector provider.</p> <p>December 2018 – TCS given a leading role in developing a Norfolk model at the request of the NCC Heads and officers (minuted).</p> <p>April 2019 – Out of Hours co-ordinator put into post.</p>
3. Enhance Care and Independence.	<ul style="list-style-type: none"> Further develop and consolidate the roles of the Personal Positional Support Assistants and Medical Assistants to include an assessment aspects that links into current assessment systems (17-20). To ensure the standard of personal care environments are enhanced on a rolling programme with clear funding (17-20). 	<ol style="list-style-type: none"> DHT CH HS Parents and Carers Finance committee BM to fund using 3rd sector links. 	<p>Sept. 16 – The KS2 girls' hygiene area has been completely refurbished to a very high standard. This better suits the needs of our increasingly complex cohort of pupils.</p> <p>Jan 17 – Review of staffing has bought more PPSA's into play and this is seen as a clear benefit.</p> <p>Jan 17 – Massage skills developed through investment with PPSA's and to link to targets and recording.</p> <p>May 17 – CPD for PPSA regarding target setting specific to role.</p>

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		<p>November 2017 – Restructuring of ELT 2018 to provide opportunities to further enhance these areas.</p> <p>April 2018 – New paediatric nurse has taken a further leading role with support staff raising quality of provision with an expanded key mover body.</p> <p>July 2019 – Lead medical assistant appointed to improve and increase the range of work to be undertaken by the team.</p>
<p>Impact Statement: The impact of the path-finding tasks undertaken in the summer '17 show the scope and capacity for the community café and this will now further develop (3rd sector funding for this is being sought and is developing). Enhanced out of hours learning opportunities are being achieved for our pupils, that reflects the needs of the whole school community. Pupil's experience of the personal care aspect of the curriculum, their outcomes, and the roles of PPSA's is being further ingrained into the school with pupils benefiting from more specialised care and support.</p>		

Priority Area 4: Leadership and Management.

Objective:	Tasks to achieve objective:	1. Staff 2. Resource	Outcome: Date Evidenced:
1. Develop Federated Working.	<ul style="list-style-type: none"> ● The school needs to achieve a high quality Ofsted result in the coming inspection so it is able to make this choice independently (17-20). ● Ensure that the school has the opportunity to explore a range of options: <ul style="list-style-type: none"> ○ A Cooperative model formed around aspects of the Trust Norfolk-SEN with some of those schools. ○ A current Multi-Academy Trust that is successful. 	<ol style="list-style-type: none"> 1. Governors HT All school staff 2. Currently within school budgets but will incur costs for travel and time Approx. £3000 	<p>May 2016 – Ofsted graded The Clare School Outstanding for the third time recommendations to governors.</p> <p>June 17 – Election leads to a hung parliament. Awaiting a clear direction of play that will benefit the outcomes for our cohort, following advice from Jonathan Lewis, Deputy Director, RSC East of England.</p> <p>June 17 – As recorded in the FGB minutes, Governors agree to continue looking at the NIMAT concept while exploring other avenues, in the current political climate.</p> <p>October 17 – Strategy Committee withdraws the school from the NIMAT development.</p>

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	<ul style="list-style-type: none"> ○ A newly formed Multi-Academy Trust (17-20). ○ Remaining a Voluntary Aided special school. ● Soft federation formed with other schools in a very similar position (Beacon Hill, Thurrock and Thomas Wolsey, Ipswich) looking at assessment, moderation and sharing strong practice ● Hard Federation with the Norwich Complex Needs Schools to be explored. 	<p>3. The academy acceptance if within the next few years will include funding streams of £25k if agreed from the Department for Education and a share of a further £75k if a new MAT is formed.</p>	<p>November 17 – HT to continue to explore options moving forwards. March 18 – HT links governors of soft federated schools/Trust schools with Governors at the school. January 18 – DfE pilot study undertaken for Post-Roachford assessment. Jun 18 – The school takes part in the FLSE ‘Open Schools’ event linking to further federated working as the Post-Roachford group and moderation works expand. December 2018 – the school is now a ‘foundation school without foundation’ following the process of dissolving the Trust. May 2019 – TCS is approached to become part of a Hard Federation with the other Norwich Complex Needs Schools.</p>
<p>2.Optimising Current Resources.</p>	<ul style="list-style-type: none"> ● As advised, the school is to work with the local authority to find an appropriate site plan for this action over a longer timeframe than this SIDP (8 years, as advised by county). Initial site agreement to be sought summer 2016. ● Avenues to success against this criteria are already being explored which include: <ul style="list-style-type: none"> ○ The use of the current site as collateral against a rebuild on a newer site closer to the Norfolk and Norwich University Hospital development. ○ The school to provide the county with a site and proposal to be held ‘in hand’ if any future large funding streams become available from the Department for 	<p>1. HT Governors Local Authority Officers including currently Michael Bateman Regional Schools Commissioner Currently within school budgets but will incur costs for travel and time</p>	<p>Oct. '16 – continued conversations in all areas with weight given to a sponsor academy option due to the status of the school (free school programme expanded). Jan 17 – Staff exert clear push to influence Post 19 options. May 17 – It is made clear by NCC that the need for new SEND Specialist provision is within the ASD and SEMH stands at an MLD level.</p>

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	<p>Education (the Churchill Park model).</p> <ul style="list-style-type: none"> ○ The school joins with others to sponsor a new Free School build on the proposed site as part of the Department for Education's Free School programme using one of the 400 new schools builds proposed. 	<p>Approx. £1000 (16-17).</p>	
<p>3. Develop '3rd sector' relationships.</p>	<ul style="list-style-type: none"> ● Under the proposed budget constraints this will become exceptionally important aspect of keeping the school fit for purpose in the coming years and needs to include a range of time-framed works – see appendix A prepared by Business Manager, HS (17-20). ● Other staff use every opportunity to link with other '3rd sector' to support the school wherever possible including events, curriculum, individual items and any income used via the School Fund or Care for Clare route. 	<ol style="list-style-type: none"> 1. HT DHT HS All teaching staff 2. Costs are specifically to our benefit and support is through current capacity and timetabling. 	<p>28.10.16 - HS has secured a series of works from the builders Carters over 16-17 under 3rd sector funding. Works also completed by Aviva and Swinton– see Appendix A.</p> <p>July 16 – A team of volunteers from Swinton Insurance painted the sheds, fences and benches around the school grounds.</p> <p>Sept. 16 – Swinton Insurance have begun fundraising to support the refurbishment of the flat into an independent living space</p> <p>Jan 17 – HS secures £67k in 3 months for new Multi-Sports pitch from 3rd Sector partners.</p> <p>June 17 – review of 3rd sector funding is shared with ELT showing exceptional growth, evidenced in May FGB HT report.</p> <p>August 2017 – MUGA and Flat are built using 3rd Sector funding only.</p> <p>April 18 – New Bell Tent including groundings set to be built to develop outdoor learning.</p> <p>January 18 – New site manager appointed and the school benefits immediately from an uplift in completed works.</p> <p>August 18 – a large sway of works undertaken and reported to governors utilising the new team, forward planning and 3rd sector relationships.</p> <p>December 2018 – consistent flow of 3rd sector support including successful bid for 69k for playground revision by HT.</p>

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			June 2019 – Good Gym visits to undertake ground works twice.
<p>Impact Statement: The school explored academy status with some Trust colleagues. Third sector relationships are being developed with a clear uplift in both funding and on site improvements. The Headteacher is using the opportunities available to him to liaise with the Regional Schools Commissioners office, Ofsted and the local community to ensure that any choice to change the structure of the school moving forwards, is driven by the benefits in outcomes to the schools' learners.</p>			

Priority Area 5: Early Years.

Objective:	Tasks to achieve objective:	1. Staff 2. Resources	Outcome: Date Evidenced:
1. Expand 'Pre-School' Multi-Agency Working.	<ul style="list-style-type: none"> Use strength with community relations to develop this starting with initial meetings (17-20). 	1. HT DHT SM 2. Within current costing and staff resourcing	12.10.16 The first 'First Steps' under 3s session took place at The Clare School Jan 17 – First Steps is proposed as a model to be used by other schools by Health and County The Clare School Partners. April 17 – First Steps is developed as the model for others and continues to link to pupils places in school. Dec 16 and June 17 – The link to the most vulnerable families provide by the 'First Steps', and the school supports NCC with the ECHP process to draft for families without places (see NR emails).
2. Deliver S2S EYFS Support.	<ul style="list-style-type: none"> Ensure that the newly proposed S2S support is agreed and funded by the current county councils budget. Redevelop and deepen the school team through performance management to 	1. HT DHT SM 2. All EYFS staff	28.10.16 – EYFS package in S2S driven by the school. April 17 – EYFS staff are developed through the PM process to provide the necessary capacity and skill to enable these aspects to be further developed.

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	add capacity for this and ensure all EYFS outcomes remain 'outstanding'.	Within current costing and staff resourcing	June 17 – At NASSH (minutes), NCC proposes to take back S2S following its continued success as a traded service – agreed by NASSH. April 18 – EYFS S2S is the only commissioned aspect of S2S and TCS commits and completes its allocation of work to a high standard.
3. Consolidate 'Tapestry'.	<ul style="list-style-type: none"> • To complete the pilot of the Tapestry assessment system and make a recommendation for it's use based on strengths and weaknesses (17-20). • If approved to develop it's use in EYFS (17-20). • To make other teachers aware of it's use and if required expand it's use (17-20). • 	HT DHT SM All EYFS staff	Jan 17 – Tapestry becomes embedded in EYFS and other teachers seek it. To be utilised in early developments with those teachers who naturally share and inspect AoL. November 2017 – Tapestry is validated in the latest assessment scrutiny and is now linked to other 'pathway classes to develop.
<p>Impact Statement: From an initial meeting the 'Pre-3' event has taken place and has been seen as a resounding success with multi-agency colleagues seeking to expand it to other areas. S2S EYFS as a package has been bought as a county package and we are the leading in this area. Tapestry is embedded fully in Early Years practise for all staff and pupils families.</p>			

Priority Area 6: 16 – 19 Study programmes

Objective:	Tasks to achieve objective:	1. Staff 2. Resource	Outcome: Date Evidenced:
1. Enhance the Lifeskills Curriculum	<ul style="list-style-type: none"> • To complete the re-development of 'The Flat' as a space to develop independence and life skills using 3rd sector support. • To expand the range of the FE curriculum to meet the changing needs and abilities of the cohort. 	1. DHT HS AG JS All FE Staff 2. Costed within the means of	Sept. 16 – Swinton Insurance have begun fundraising to support the refurbishment of the flat into an independent living space Sept. 16 – The first cohort of Duke of Edinburgh Awards have been started by pupils in the FE Department Jan 17 – DoE award activities well received by pupils and moving ahead at pace with one area

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	<ul style="list-style-type: none"> To track use pre and post FE data to ensure that the curriculum is relevant and challenging. 	<p>the school currently. 3rd sector funding sought</p>	<p>led by an ex-pupil who recently returned from Leicester University. April 17 – PM is used to drill down into the skill sets available within support staff and this is used by teaching staff to provide bespoke learning pathways. May 17 – The Flat starts it's first days as an independent living resource used by staff and pupils.</p>
2. Expand Bespoke Learning.	<ul style="list-style-type: none"> DHT to work with FE lead to ensure that all pupils have a highly bespoke timetable that reflects their intended destination post 19. FE lead to monitor and expand examination and certificate opportunities in order to reflect the needs of the cohort. Timetables link to other areas being expanded through the school under this improvement plan including staff specialisms, Music and the Arts, and Eyegaze as examples 	<ol style="list-style-type: none"> DHT AG KH ZD/RH All support staff Within planned curriculum budget 	<p>Sept. 16 - Pupils have increasingly personalised timetables. In Form AG programmes of study are being based on personal interests (For example, current affairs & photography courses are now on offer). November 17 – Certificate assembly evidences the widest range of bespoke learning yet for the current cohort. December 19 – the FE department under lead AG becomes flexible to the changing needs of the cohort and consistently produces exceptional individualised outcomes.</p>
3. Expand 'skills for success'.	<ul style="list-style-type: none"> The curricula within FE are driven by the needs of the pupils within the cohort and are bespoke to the pupil's expected post-19 provision. A full audit is kept of the success of pupils after their school placement and this is used to inform both the planned curricula for the new pupils entering FE and advice and guidance. Post 19 provision is audited to reassure quality and inform the school on areas where some pupils do not achieve at the same standard as TCS 19-25. 	<ol style="list-style-type: none"> DHT AG Within planned curriculum budget. HT, DHT, AG, HS, Governors 	<p>Oct 16 – New FE lead AG now driving this area. DHT is auditing pupil success following transition. Jan 17 – CoG and HT to have a discussion about the quality of post -19 provision and agree action plan – taken to FGB June 17. June 17 – under more stringent monitoring than has been previously done clear individualised learning pathways are highly visible being facilitated through a highly specialist team. June 17 – The HT with NCC colleagues and Governors explore development of a college provision, linking to the Norwich Opportunity Area dialogue and NEET numbers. Strategy governors agree an initial proposal to go to FGB to develop this provision.</p>

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			December 17 – HT presents to post-16 working party on outcomes for the most profoundly complex pupils. February 18 – the HT consistently uses his role to explore post-19 provision and opportunities.
<p>Impact Statement: The change of staffing across the FE is positive with strong practice across the 3 classes and pupils benefiting from this. This will be reflected in accreditation as we progress through the year. Our deepened understanding of pupil's success beyond the TCS has added impact into our ECHP process with stronger transition advice. All pupils in FE have bespoke timetables and this will again be reflected in the data triangulation though the academic year. The school is actively exploring the opportunity provided under the High Needs Funding paper Sep 2015, and operational guide 16 to 17.</p>			

7. Enhance Safeguarding Provision for the Whole Community

Objective:	Tasks to achieve objective:	3. Staff 4. Resource	Outcome: Date Evidenced:
1. Enhance the Safeguarding Provision for the Whole Community	<ul style="list-style-type: none"> To ensure we provide high quality PD Day training for all staff in relation to Safeguarding, pertinent to our community. To develop a new Nurture Provision to add a further layer to Early Help within the school as a response to threshold changes. To expand the role of the Parent Support Advisor. Split the safeguarding lead role adding more depth and time to the CLA aspect To take on a research role with health colleagues in relation to continuing care 	<ul style="list-style-type: none"> DSL's Parent Support Advisor SSA's CLA teacher 	<p>Sept. 17 – PD Day looking at dissected serious case reviews. Very strong feedback from staff. Jan. 18 – Equalities training linking into Prevent. Jan. 18 – Nurture interviews, followed by CPD planning, room renovation. Sep 17 – Parent Support Advisor timetable expanded to two days (5 planned for start of 2018 academic year). Sep 17 LR becomes an additional staff member for CLA (to expand in academic year 2018). April 18 – interviews for safeguarding lead (ELT). May 18 – prolonged handover for Safeguarding lead including expansion of provision. May 18 – New Nurture provision opens. July 18 – We complete the summer terms targeted 'one meeting' reviews with the continuing care team. Further QA sought. December 2019 – 'Clare at Home' established.</p>

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	assessment – currently 50% of the Norfolk caseload.		
<p>Impact Statement: With a further expanded safeguarding team in place the school in September 2019 is future proofed for the upcoming safeguarding environment with a non-teaching Lead, allocated teacher for CLA, new full-time Nurture Provision and a full-time parent and carers support advisor. We also are involved in operation encompass and work consistently to improve our practice, based on a wide range of safeguarding systems seen by senior leaders.</p>			

Key to tasks to achieve objectives:

Items in green – solid progress being made

Items in amber – some progress made, but review and further action needed

Items in red – action needs to be taken to achieve the targets of the SIDP