

# WILLOW DENE School Development Plan 2023-24



To enhance staff knowledge and understanding of appropriate communication strategies to empower communication at anytime, anywhere with anyone



All children deserve the opportunity to communicate their thoughts, wants, wishes and ideas as and when they have them. Staff therefore need the knowledge and understanding of how to facilitate and support communication using the most appropriate communication strategy(s) for the individual



Children will be confident communicators who are well supported to develop and grow their communicative skills by skilled adults and teams

## SUMMER

<b>What?</b> (action)	<b>Why?</b> (is the change needed)	<b>Success</b> (what will it look / sound like?)	<b>Evaluation</b> (sources of impact feedback)
Support for classes with a Communication focus within the School Development Project (ongoing)	CP lead having an overview of communication priorities for class groups to tailor support	Class teams are successful with their school development project and feel well supported throughout	School Development Project Feedback LWs Feedback from SaLT, line managers etc.
Roll out 'something to say' bands across the school (may be phased) (continued)	'something to say' bands support initiating of communication and can be modelled through adult use	Class teams and children wearing bands consistently Adults modelling use of bands Children beginning to initiate communication (long term)	Bands visible around school
PDMs to support staff with changes to communication approach	SaLT have produced core boards and fringe words which offer opportunities to model key	Class teams will feel confident knowing which communication systems they are using and why	Observations/learning walks Feedback LJ evidence Progress meetings

	<p>vocabulary frequently throughout the day. More research is developing and a new PECs document is in draft from Greenwich which recognises PECs may not be the right 'tool' for all learners with ASD.</p>	<p>Children will have access to a communication system which meets their communication needs where they currently are</p>	
<p>Establish core communication group</p>	<p>Communication is ever evolving, and our children will face barriers to communication at different stages in their WD career. Having a team of WD and SaLT staff who can meet regularly to stay current with the needs of the school and spotlight individual children where necessary will ensure efficient and collaborative progress for all</p>	<p>WD continues to be a forward thinking organisation who works collaboratively with therapy teams to enable communication progress for all children</p>	<p>Progress meetings Annual Reviews</p>
<p>Central Sharepoint access to core boards and fringe boards</p>	<p>Successful implementation across WD of core boards and fringe boards requires easy access to these resources. Reducing some of the workload relating to initial set up will support buy-in whilst providing a good model to base future designs off of for individual teachers.</p>	<p>A bank of fringe boards available for a range of common activities or sessions, and easy access to core boards.</p> <p>Core and fringe boards being used within classrooms across a range of contexts.</p>	<p>Learning walks Evidence for Learning</p>
<p>Core boards displayed in central areas</p>	<p>Currently topic boards are displayed. To support consistency and opportunities to model communication for all children, these should be</p>	<p>Central areas displaying core and fringe boards.</p> <p>Staff modelling and children exploring or using core and</p>	<p>Environment learning walks Evidence for Learning</p>

	replaced with core and fringe boards	fringe boards within a range of environments around school.	
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## SPRING

<b>What?</b> (action)	<b>Why?</b> (is the change needed)	<b>Success</b> (what will it look / sound like?)	<b>Evaluation</b> (sources of impact feedback)
Systems in place for book making and training staff	Boardmaker license has expired. This software is 'clunky' to use and is not time efficient. Staff need opportunities to practice and build confidence using PODD books	Mind Express used to produce PODD books. PODD team expanded. Fluency sessions/drop-ins available to staff to develop confidence using PODD books	PODD books produced efficiently Group books available for teams to model PODD within sessions
Train next cohort of staff	PODD has potential or is already in use within some class groups where there are no staff trained in how to use PODD	Where PODD is used in classes, at least one adult will be trained in PODD	CPD booking form CPD evaluation LWs SaLT feedback
Circulate videos looking at modelling/yes & no into regular practice	Support teachers to embed best practice relating to communication strategies	Teachers and supporting staff feel confident enabling and facilitating communication, and supporting developing of early communication	LW feedback Teacher/Teams feedback
Support for classes with a Communication focus within the School Development Project	CP lead having an overview of communication priorities for class groups to tailor support	Class teams are successful with their school development project and feel well supported throughout	School Development Project Feedback LWs Feedback from SaLT, line managers etc.
Promote communication during whole school dinner times (continued)	Children need strategies in place to enable them to take ownership over their mealtimes	PDM delivered to all staff and time allocated for teams to produce communication systems	PDM feedback Communication systems visible at mealtimes

	through communication with familiar adults and kitchen team	Communication systems in place and visible at lunchtimes Class teams feel confident enabling communication during dinner time	Feedback from teams (including kitchen teams)
Roll out 'something to say' bands across the school (may be phased)	'something to say' bands support initiating of communication and can be modelled through adult use	Class teams and children wearing bands consistently Adults modelling use of bands Children beginning to initiate communication (long term)	Bands visible around school
PODD/communication embedded into wider leadership plan	In order for success for every child, approach to communication needs to be consistent, and all staff need to be committed to continuous development in this area of practice.	PODD/Communication considered within a bigger picture, including communication targets within PDCs, review of current communication systems and training cycles/ inset refreshers	School Improvement Plan PDCs CPD data

## AUTUMN

<b>What?</b> (action)	<b>Why?</b> (is the change needed)	<b>Success</b> (what will it look / sound like?)	<b>Evaluation</b> (sources of impact feedback)
Arrange visits to schools who have embedded PODD (Pragmatic Organisation Dynamic Display) into practice (Richard Cloudesley & Woodlands)	See implementation in action, identify, refine and consolidate aspirations for Willow Dene in relation to PODD	Seen PODD used effectively in action and can confidently articulate what this will mean for WD	CPD feedback form Action plan Conversations and discussions about PODD
Establish PODD users across school and support implementation with a focus on routines and opportunities	Understand which children and class teams will be using PODD and support initial success through routine use and 'easy' opportunities to practice, as well as introductions to PODD books for those who have not used this, prior to planned training	Children using PODD books will make smooth transitions to new classes, with communication systems in place to support communicative opportunities throughout their day	Class team feedback LW feedback Progress meetings

Promote communication referral system	Once teams have built relationships with children, they will begin to recognise where communication support may be required. Promoting the communication referral system will result in timely referrals to provide support for children	Barriers to communication will be addressed through appropriate support, effectively and efficiently	Progress meetings LW feedback
PODD books complete for all PODD users	Children need their own PODD books to practice and explore how to use these. Teams need the PODD books in place to familiarise themselves and grow confidence in using these	All children identified as potential PODD users will have a PODD book	Teacher and class team feedback Progress meetings
Planning for PODD training	PODD expanding/extending into classes without PODD trained staff. PODD training needs to be extended to class teams to ensure effective utilisation	Date will be confirmed for PODD 1 day training in the Spring term (January inset)	QA Schedule for Spring term
Circulate videos looking at modelling/yes & no into regular practice	Support teachers to embed best practice relating to communication strategies	Teachers and supporting staff feel confident enabling and facilitating communication, and supporting developing of early communication	LW feedback Teacher/Teams feedback