



To extend parent communications to include better use of technology, ensuring that parents can access and share information about their child in a way that is safe, secure and that suits them



Close partnerships between school and parents lead to better outcomes for children. Providing effective means to share ways of working and progress will support this process



School staff and parents combine their expertise about their children to work together towards common goals and share strategies and successes

SPRING 24

| What? (action) | Why? (is the change needed) | Success (what will it look / sound like?) | Evaluation (sources of impact feedback) |
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| Collect feedback from classes about home school contact where this is blended between EfL and HSCB | So we are conscious of any workload issues and can respond to things that are working well or need further thought | We have an accurate picture of how classes are managing the transition between different forms of home school contact | Collated feedback and conversations |
| Provide team-based drop-ins to identify and troubleshoot issues and promote conversations about using EfL | So we are supporting teams confidence and skills and spreading the positive benefits of using EfL | Teams will be talking more about using EfL, confident to ask questions and promoting home school contact through EfL | Feedback from teams |
| Create parent support documentation for EfL on website / social media | So parents can easily find support for using the EfL app | Some parents are able to access the information they need to sign up and troubleshoot independently | Support requests EfL Family App uptake |
| Develop best practice document / portfolio | To make tips and tricks easily accessible for all staff so that the likelihood of success with EfL is increased | Bank of ideas | Whether document is accessed by staff and conversations with teams |
| Consider ways to involve stakeholders who are not accessing the EfL family app | To make sure that stakeholders see EfL as another way to communicate and demonstrate what they are missing out. | New sign-ups from families previously unsigned More classes using the app more frequently | Term-on-term records of active users and contact |
| Work with EfL and other stakeholders to learn from others | Share and collaborate on ideas and ways in which EfL community uses the app for communication | A bank of ideas is shared within Willow Dene organisations to share good practice and strategies | Communications within Willow Dene and potentially other organisations |
| Consider developing 'Family Sharing Champions' within classes | So staff that are passionate and skilled lead practice, increasing the likelihood of success and supporting effective professional development | Family Sharing Champions are developing their confidence and sharing their skills and positivity with others | Feedback from classes |
| Gather feedback from parents for case studies | So we have a perspective from all users and stakeholders | We will know what parents value / look forward to / would like more of | Case studies |

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| What? (action) | Why? (is the change needed) | Success (what will it look / sound like?) | Evaluation (sources of impact feedback) |
| Meet with pilot classes to establish key learning from pilot | So we can learn from staff that have already started using the EFL parent app and share expertise | Knowledge about ways of securing buy-in, engaging with families and pitfalls to avoid will be used to inform roll-out | Class team development plans Meeting notes (Best practice portfolio) |
| Training for staff on sharing EFL photos and videos with families | So staff are able and confident about what and how to share with families | Staff and families able to communicate with ease and consistency | SharePoint site Staff evaluations Evidence of EFL Family app use |
| Organise parent workshop to support parents to set up EFL family account | So parents are supported to set up and use the EFL Family app | Parents (or siblings) sign up and respond to communications from school and can initiate communication on their own | Parental sign up on EFL Activity on EFL Family App |
| Create parent support documentation for EFL on website / social media | So parents can easily find support for using the EFL app | Some parents are able to access the information they need to sign up and troubleshoot independently | Support requests EFL Family App uptake |
| Work with EFL and other stakeholders to learn from others | To share and collaborate on ideas and ways in which EFL community uses the app for communication | A bank of ideas is shared between organisations to share good practice and strategies | Communications with other organisations |

| Core Priority | Summer 24 update |
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| <p>To extend parent communications to include better use of technology, ensuring that parents can access and share information about their child in a way that is safe, secure and that suits them</p> | |
| | <p>Spring 24 update</p> <p>The feedback from classes has been very positive. Both staff and parents are gradually gaining confidence in using the app. Some parents write a little note in the HSCB to ask staff to check the important info they are sharing. Staff are using stickers in HSCB to say something has been posted, sending message and it's translation in home language, sharing one message with multiple families, thereby reducing their workload.</p> <p>Class teams are well supported through one-to-one sessions on demand. Two optional CPLDs, focussing on Efl for communication were held this term. One session was solely for solving problems and the other was a showcase of how the class teams and families are using Efl.</p> <p>Families who have signed up for Efl feel well supported and recently we have signed up our 100th parent for Family App. Families feel comfortable in seeking support either from class teams directly or from Efl Administrator at school. This ensures that small hiccups (if any) are resolved straightaway.</p> <p>New documentation has been added for the benefit of staff on SharePoint, this included instructions for how to check messages from families for either a specific pupil or whole class. The Showcase presentation will also be added to the repository, so that staff who did not opt for the CPLD can still benefit.</p> <p>Stakeholders who have not tried the app yet, were invited to the showcase which featured innovative ways our champion classes are using the app to communicate with home. The showcase also demonstrated the kind of information / wow moments, the teams are missing out on which could have been easily shared by their pupil's family.</p> <p>We were recently invited to a conference hosted by the makers of the Evidence for Learning app, the focus of which was on 'Working with Families'. The event was well attended by stakeholders from schools and education industry, families across the country including guest speakers like Professor Barry Carpenter. We have come back from the conference with lots of ideas and thoughts to ponder over / try out in the summer term.</p> <p>We have been able to clearly identify the Family sharing champions in various classes. They were consulted individually to gather feedback for what works for their pupil's families and what difference the app has made to the communication with home.</p> <p>Analysis has shown us that out of all the photos / videos posted on Efl over a period of five years (since 2019) – 9% has been shared with families and 1% has been shared by families. The remainder 90% is for assessment. Family events for summer are being considered.</p> |
| | <p>Autumn 23 update</p> <p>A page with information about the Efl Family app was added to Home School Contact Book ready for the start of Autumn term. There has been some uptake as a result of this before the official launch and we have worked with teachers and families where this is the case. We have met with all teachers who were part of the Efl Family app pilot and gathered feedback about things that have worked well, things that could be improved and tips and tricks to make workflows easier or improve the quality of communication.</p> <p>We collated, condensed and categorised all of the feedback into a single document, turning around some of the difficulties people had experienced into suggestions to overcome these.</p> <p>We have liaised with Efl to suggest some updates and feature requests to improve the product. This dialogue has also helped our understanding of why some features work in the way they do and allowed us to find alternative ways to support staff to use the app.</p> <p>We have planned a PDM for teaching staff to introduce them to using the Efl Family app. This is framed around what is possible and good practice, as well as tips to ensure it does not add to teacher workload and that the whole team can be involved. Clear training materials have been produced which will support this in the longer term.</p> <p>We have met with the sixth form team (leaders and teachers) to discuss ways that the Efl Family app could support communications between home and school for the sixth form. They are going to pilot a few different options before making a decision about which one(s) are most suitable.</p> |

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| | <p>We have established another pilot for using the EFL Family app to support home / school communication where parents' home language is not English, so that teacher and parents can communicate in their native languages using Google translate to establish better links.</p> <p>We have started to identify what support and training would be beneficial for parents to support them to use the EFL Family app.</p> |
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To realise the potential of the growing central admin and Premises teams through developing new roles, and improving communication and collaborative working at all levels



Why

Willow Dene is expanding. The larger workforce and Premises necessitate growth within the central teams. Larger teams over a greater location need to be able to work with increased efficiency and collaboration.



Success

Willow Dene’s Premises and admin teams have expanded so there is sufficient capacity. Within teams there is good job satisfaction and people have what they need to do their jobs well. Teams are communicating and working well internally and externally with other teams.

| SPRING | | | |
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| What? (action) | Why? (is the change needed) | Success (what will it look / sound like?) | Evaluation (sources of impact feedback) |
| New Premises team members are supported to grow and develop as part of the team | To create additional capacity to manage the growing need. | Premises team planned work increases and responsive work decreases or is more easily absorbed into growing caseload. | Premises meeting discussions induction records |
| There is a programme of Premises work for Oakmere Road which is agreed through joint walk arounds | To support the location of a Premises team member at Oakmere Road | The Oakmere Road learning environment continues to develop, is safe and the move to the sixth form is supported by the Premises team | Records of walkarounds at OMR Sixth form learning environment |
| Develop system for Admin email management | So that email correspondence is prioritised and is dealt with in a timely way and does not dominate Admin workload | Emails which need replies are dealt with swiftly so that communication is improved. Non important emails are responded to with a holding email. All team members consider which emails are important and are not and why. | Email evidence Email traffic data Admin team meeting minutes |
| There is an Admin team structure graphic which explains the role of each team member | There is clarity for the wider team for whom to contact regarding what. Each member of the team has their own professional identity | Each team member feels valued in their role. The wider team is clear where they go for support. There is ‘less’ message carrying between admin team members. | The visual structure Communication records |
| There is a review of how internal telephone calls are managed by the Admin team, including how Swingate Lane, Oakmere Road and Sixth Form interface with each other and how contact with Premises is managed | To reduce unnecessary internal calls, therefore causing less disruption to classrooms and more efficient internal communication | All team members know where the admin team are located on any given day, reception and back office communicate effectively so that internal calls are dealt with effectively. Unnecessary internal calls are reduced because admin team consider their impact on learning | Admin telephone records Anecdotal evidence from classroom teams |

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| The component part of Admin team roles are discussed and agreed with team members | There is collective agreement that roles are cohesive and allocated to the most appropriate skill set | There is clarity about what comprises each person's role and this is articulated by team members | Role descriptions PDC records |
| To discuss at Admin team strategic level a structure for knowledge sharing between team members | So that collaborative working is encouraged as a matter of course and that there is a structure to this | Admin team members are working constructively and effectively together. Knowledge bodies are not reliant on a single person | Record of strategic admin discussions Admin meeting minutes |
| Next steps in admin etiquette and customer services are identified through CPLD with external provider | So that there is an external perspective and development points for customer services | Customer services and etiquette are consistent across team members, context and time. | CPLD records |
| Any queries about pay and conditions from existing teams are raised with HR and resolved. | There may be historical issues concerning pay, affecting how team members feel about their roles | The opportunity for team members to raise any queries about pay is given to all team members, raised with HR and feedback actions/shared transparently. Where further work is needed, this is done in a reasonable timescale | Email records from HR/EPM. Feedback from team members JDs/contracts |
| There is a premises and admin plan in place for the spring term which prioritises Sixth Form need as the new building is completed | There is active growth of physical premises and occupancy, which will be particularly pressured in the spring term before the new building is ready | The demand for admin and premises at Oakmere Road is met and is sufficient to meet the increased need with responsive services | Feedback from staff and parents |
| Each team member's role, which is regularly reviewed with the line manager Pauline, Diviya and Noel are well-placed within teams and their roles are also clearly defined | Roles were reviewed with team members some time ago but have not been summarised for individuals or a wider audience | Roles within the admin team are clearly defined. They consider previous review of roles. Team working means that specialist knowledge is shared. People know who to go to when needing advice/expertise | Admin structure document PDC records Meeting minutes Admin team feedback |

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| What? (action) | Why? (is the change needed) | Success (what will it look / sound like?) | Evaluation (sources of impact feedback) |
| Individual meetings with Premises team members establish parameters for future meetings | Premises team need to feel that the needs of the team are prioritised and that team meetings have purpose | Agreement is reached about how Premises team meet school leaders for information sharing. There is shared understanding about what will be achieved. Leaders are committed to actioning what is agreed in meetings. The meetings are productive | Meeting minutes Feedback from Premises team Evidence of actions |
| Premises team members identify key areas for action which would support them in their roles | There is a shared understanding of what would improve support the team and a timeline for agreed actions | Premises team are prioritised for collaborative working to improve support. They have considered what could make positive difference to their role and there is a commitment to change from school leaders | Meeting minutes Feedback from Premises team Evidence of actions |
| Premises and admin teams profile are raised through morning briefings with items raised by the teams | The day-to-day work, challenges and achievements of the teams are not shared consistently with the wider school, therefore less is known about their roles in comparison to child-facing teams | There is wider understanding of the role and priorities of Premises and admin teams including successes, challenges and priorities. The Premises team feel included in the wider school community. | Briefing meeting videos Feedback from briefing meetings |
| New Executive Assistant role has clear parameters for working which are communicated to the wider central team | This is a new role, the function of which needs to be clear to the wider admin team to ensure that there is a consistent leadership narrative and that leadership roles are viewed equitably | The Executive Assistant and other central team leaders are working cohesively, and the team are receiving consistent messaging. The EA role is having positive impact. | Team meeting minutes EA action plans Feedback from team members |
| Office etiquette document is finalised and shared with admin team | In order for seamless collaboration amongst admin team members, standards for office etiquette need clarity and expectation | There is an office etiquette visual guide in place. Expected etiquette is clear, agreed and consistently applied. Incidences which do not comply with agreed standards are addressed promptly | Etiquette document Meeting minutes PDC records |
| The purpose of whole admin team meetings is reframed as time for co-construction and there is commitment to all team members buying into these | The direction of admin team meetings over the last year has been variable. Timing has often been challenging. | There is a clear purpose to each meeting. There are terms of reference with regard to expectations within meetings. There is a focus on ideas and innovation with agreed actions. The whole team attend and commit to the time. | Meeting minutes |
| Line Management gives clear lines of communication for individuals, and PDCs and interim meetings focus on answering questions, managing workload and growing relationships | Line management has been widespread and admin team members have not had a forum to regularly feedback on issues that affect them in a consistent way | There is regular dialogue between admin team members and their line-mangers, leading to mutually responsive relationships and positive impact | PDC records Feedback from team members and line managers |

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| <p>Any queries about pay and conditions from existing teams are raised with HR and resolved</p> | <p>There may be historical issues concerning pay, affecting how team members feel about their roles</p> | <p>The opportunity for team members to raise any queries about pay is given to all team members, raised with HR and feedback actions/shared transparently. Where further work is needed, this is done in a reasonable timescale</p> | <p>Email records from HR/EPM Feedback from team members JDs/contracts</p> |
| <p>Planned recruitment is completed and there is a further plan for the next tier of recruitment</p> | <p>There are active vacancies for Premises team and admin team and further roles currently undergoing evaluation</p> | <p>HR admin, reception, additional member of Premises team and facilities support have been recruited to. JDs are completed for potential further roles (i.e., Premises traffic management, outside housekeeping). A timeline for recruitment is in place.</p> | <p>Advert/JD/Person spec Recruitment records Feedback from Compass HR</p> |
| <p>There is a Premises and admin plan in place for the autumn term which prioritises need at Oakmere Road. This will include refining practice to ensure the jobs portal at Oakmere Road is working well</p> | <p>There is active growth of physical Premises and occupancy, which will be particularly pressured in the autumn term before the new building is ready</p> | <p>The demand for admin and Premises at Oakmere Road is met and is sufficient to meet the increased need with responsive services</p> | <p>Feedback from staff and parents</p> |
| <p>Each admin team member has a clearly defined role, which is regularly reviewed with the line manager. There is a plan in place to ensure that role knowledge is shared with another team member to support capacity. Pauline, Diviya and Noel are well-placed within teams and their roles are also clearly defined</p> | <p>Roles were reviewed with team members some time ago but have not been summarised for individuals or a wider audience</p> | <p>Roles within the admin team are clearly defined. They consider previous review of roles. Team working means that specialist knowledge is shared. People know who to go to when needing advice/expertise</p> | <p>Admin structure document PDC records Meeting minutes Admin team feedback</p> |

| Core Priority | Summer 24 update |
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| <p>To realise the potential of the growing central admin and premises teams through developing new roles, and improving communication and collaborative working at all levels</p> | |
| | <p>Spring 24 update</p> <p>New premises team member has made a positive start and is adding capacity to the team. Induction will continue next term. Admin leaders joined the SLT about email management and will use this as the foundation for further development. There is an admin team structure graphic that explains the role of each team member. CPLD for the admin team with external provider is planned across a series of sessions and the first session has taken place. An initial meeting about premises pay and conditions has taken place with Compass Head of Estates and further meetings are planned. Premises 'touch-base' meetings between premises team members and leaders are well established and premises team members are raising key areas for action as they arise.</p> |
| | <p>Autumn 23 update</p> <p>Individual meetings took place with each member of the premises team to discuss what they wanted from this Core Priority As a result dates have been generated for ½ termly 'touch base' meetings. The first of these has taken place and was well received. As the result of some of the issues raised by premises there have been targeted areas of change including the start of the school day and the area adjacent to Teviots</p> <p>Premises team are identifying areas they would like discussing in briefings as a result have a higher profile within the school</p> <p>Claire and Rachel are meeting every 3 weeks with Mark Butler to discuss projects and seek shared agreement about how to prioritise new works</p> <p>Two additional members of the premises team have been recruited and their roles, along with the contractual anomalies within the team are to be discussed with Compass Head of Estates</p> <p>We have interviewed unsuccessfully for the HR role and are currently advertising again</p> <p>Clear line management has been established for the admin teams. Linem managers are meeting every two weeks with individuals to discuss their caseload and identify areas for improvement</p> <p>The office etiquette document for admin related offices has been shared and implemented</p> <p>The whole team is meeting regularly. Focus areas have been 'customer services' and 'emotional regulation'. We have made links with a hospitality expert who we hope will work with us moving forwards.</p> |



To develop robust practice and procedures, supporting teachers and leaders to implement the exciting and innovative key stage 5 Curriculum



WHY

KS5 is a new provision, ensuring that Young people have carefully considered learning opportunities supports the development of their curriculum and their experiences in Post-16



SUCCESS

The KS5 curriculum is clear and coherent. Young people’s learning is supported through practices and procedures that enable them to succeed

SPRING 24

| What? (action) | Why? (is the change needed) | Success (what will it look / sound like?) | Evaluation (sources of impact feedback) |
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| Ensure that staff across both classes are competent and qualified in supporting the young people's needs | The Autumn term allowed staff to gain knowledge of their business venture groups, however, to improve the logistics and operational aspect staff would benefit from a more flexible approach. | All staff within the sixth form will have the basic competences to support young people in both complex needs and ASD classes. Operational aspects will run without issues if staffing is low. | Staff verbal feedback Staff training tracker CPD documentation |
| Utilise sixth form planning and curriculum resources to maximise learning opportunities | The Autumn term has shown the opportunities available during business venture sessions and throughout the school day. Young people need to have maximum opportunities to learn and build confidence | Young people will have more confidence and awareness in social situations and act with less prompts therefore more independently. | Individual business portfolios Sixth form bulletin CLP activity planning documents |
| Continue to ensure business ventures are organised, exciting and well thought out, opportunities for children’s learning is clearly identified and developed through meaningful activities | Logistical elements of the businesses have been established and there is greater knowledge of the timetable and pace for learners therefore expectations have increased regarding the activities planned and individual planning for young people. | Business ventures provides young people opportunities to practice skills identified through their employability plan. Young people are excited and engaged and taking part in meaningful work-related activities | Employability plans Business venture framework Projected plans for business spring 1 Accredited learning evidence |
| Ensure home based learners are accessing a consistent and well thought out timetable to build their experience and confidence in relation to the sixth form curriculum | In order to successfully migrate the three learners into sixth form full time a consistent approach is needed with | Young peoples attendance to sixth form sessions and engagement in home based learning activities from their businesses/CLP. | CLPs Sixth form bulletins Feedback from staff both sixth form and home base |

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consistent timings, staffing and predictability of activities.

Young people will display reduced anxiety when participating in sixth form activities and interacting in different environments.

Accredited learning evidence

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| What? (action) | Why? (is the change needed) | Success (what will it look / sound like?) | Evaluation (sources of impact feedback) |
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| Develop and implement 1 st draft of CLPs and employability plans | CLP and employability plans provide the foundation of planning in KS5 having robust plans support the teaching across all areas of the curriculum | Plans are well thought out, targeted and provide clear outcomes for individual children. Teachers use these to carefully plan learning and opportunities for young people across the curriculum. Areas link to the EHCP. | CLP and Employability plans Teachers planning and feedback . |
| Ensure Business ventures are organised, exciting and well thought out, opportunities for children’s learning is clearly identified and developed through meaningful activities | The Business Ventures links children’s core learning in the empowerment ring. Opportunities need to be meaningful, relevant and take into account the young persons interests and strengths | Business ventures provides young people opportunities to practice skills identified through their employability plan. Young people are excited and engaged and taking part in meaningful work-related activities | Employability plans Business venture framework Projected plans for business venture autumn 2 and spring 1 Accredited learning evidence |
| Systems and procedures have been developed for education off site (including travel plans to and from Willow Dene sites, and staffing) | Young people will be exploring the wider community, robust procedures and systems that enable children to be supported to travel safely in new environments contribute to the success of their experience and our curriculum | Young people and staff will know how they are being supported in different environments, risk assessments will be developed that provides accountable and appropriate relevant information for all involved. Staffing levels enable children to engage in learning successfully and safely | Risk assessment Staffing ratios Travel plans |
| Provision for SRE is clearly defined. | SRE has become statutory in KS5. Documentation and planning will need to reflect this | The teaching of SRE is carefully planned and taught appropriately to the young people in KS5 | Planning CLP’s |
| Behaviour profiles ensure that the legalities of adulthood are considered around consent and DOLS | Changes in statutory Law when children become adult means that we need to ensure permissions and relevant documentation are up to date and appropriate for use and that parents understand their young persons rights and their own | All behaviour profiles will have been written considering the law and how this affects interventions and supporting young people and staff are clear about the requirements and expectations | Behaviour profiles |

| Core Priority | Summer 24 update |
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| <p>To develop robust practice and procedures, supporting teachers and leaders to implement the exciting and innovative key stage 5 curriculum</p> | |
| | <p>Spring 24 update</p> <p>We are continuing to implement and adapt our new curriculum to meet our young peoples needs. The combination of business ventures with accredited learning units and young people's continuous learning plans ensure that bespoke and individualised targets and learning is part of our daily routines.</p> <p>Each business venture continues to develop as we are embedding our routines and daily structure. Our café group, Willow's Delish have expanded their menu and continue to cater for school events as well as running a daily café. Forever Friends, our pet venture are creating products such as cat scratchers and pet treats to sell to Willow Dene staff, they are working on their branding and wider skills too. The Compost Crew have been busy at both Swingate Lane and Oakmere Road in preparing areas and planting ready for the warmer weather. They have also taken on the maintenance of the chickens and are looking forward to community projects in the summer term.</p> <p>We are thrilled to share that we moved into our new building on Tuesday 12th March, the young people are already adapting to their new space, and they are enjoying their environment. We would welcome visitors and are continuing to make the space feel like 'home'. Our home-based learners are making progress with their gradual timetables combining learning in their home bases and sixth form business ventures and in the wider curriculum. They have been enjoying community visits and developing their confidence in this area. We look forward to the next phase of this transition for each of our home-based learners now that we are in our new building.</p> |
| | <p>Autumn 23 update</p> <p>The initial curriculum model has been embraced by the young people thus far, we have already enjoyed many community opportunities which has allowed young people to practice their independence skills and adaptability in different situations.</p> <p>Business ventures - Our business ventures have been set up and established and Autumn 2 saw the launch of businesses; Our cafe group, Willow's Delish have set up and are running the cafe at Swingate Lane, they have already catered for staff lunches and external visitors, our pets group, Forever Friends have started making products to sell at the winter fair and our horticulture group The Compost Crew have started maintenance work and community projects locally. We are working on our AQA accredited learning units and the young people are becoming more familiar with the routines and expectations within the business.</p> <p>Procedures and practice - Despite working in a temporary environment the young people have adapted well to the procedures, practices and routines set up in sixth form, as mentioned they have embraced their new curriculum and temporary environment and are thoroughly enjoying the new opportunities available to them.</p> <p>Integration of home base young people - Our three young people who work within their home bases and access support in sixth form are managing well and enjoying the balance of the activities. There is regular communication between the home base team and the sixth form team to share resources, planning and discuss the progress of the young people.</p> |



To provide support, participation and involvement of siblings of all ages and develop relationships between them and the school.



WHY

To build on and embed relationships with teenage siblings. To provide support in order for adult siblings to play an active role in their siblings' education and to foster a sense of pride with all siblings of our families.

SUCCESS

Siblings will have a better understanding of their brother or sister with SEND, be proud of and celebrate their differences.

SPRING 24

| What? (action) | Why? (is the change needed) | Success (what will it look / sound like?) | Evaluation (sources of impact feedback) |
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| Present our practice and work so far to national charity (Sibs) CEO and open communication about future joint working. | In order to share our practice more widely with a national audience and celebrate successes more widely. | Meeting with the CEO will lead to further contacts within the SEND/Sibling sector, opportunities for sharing our practice more widely are identified and followed up on. | Feedback from CEO Further links and contacts gathered |
| Piece of writing around siblings work is completed and published to relevant audiences. | To share our practice more widely with a national audience and celebrate successes more widely | The piece is completed to a publishing standard and appropriate methods of publishing are identified and used to share the work. | Feedback on the piece. Contact from other schools/charities/sectors about our work. |
| Organise and implement an event to bring teenage siblings together and an event to bring adult siblings together based on feedback from the Autumn term event. | To continue to build a relationship with this group of siblings with Willow Dene and each other. | The event is well attended, and new connections are made with each other and with Willow Dene. The siblings enjoy themselves and relax in a different environment. | Feedback form from the siblings Twitter feed |
| Organise and implement a school tour for families to bring siblings along to. | During our sibling events, some siblings have commented that they haven't been to the school before or seen their sibling's classroom. This will allow siblings to understand more about the school and the types of learning children engage in. | Siblings and families will come along to see a full tour of Willow Dene and therefore see, experience, and understand what we have on offer at Willow Dene and what their siblings do at the school. | Feedback from siblings and families. |
| Begin using the school Instagram account and recruit sibling followers. | This will be a key to having direct contact and engage siblings, particularly those in the teenage and adult age bracket. | Instagram page in place, advertised to siblings and sibling followers are encouraged. This is being used in | Feedback from siblings. Sibling followers and interactions. |

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| | | different ways to share the work of the school and interact with siblings. | |
| Check in with class teams who have chosen to develop their sibling offer as part of the School Development Projects. | Develop an understanding of what is happening across the school, the impact this is having and how we can support the work. | There are a number of successful projects happening across the school; we are aware of these as leaders and able to support. | Feedback from class teams Feedback from siblings and families. |

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| What? (action) | Why? (is the change needed) | Success (what will it look / sound like?) | Evaluation (sources of impact feedback) |
| Launch the sibling part of the website | To provide opportunities for siblings be represented within the Willow Dene community, whilst having access to resources for support. | Siblings of our families are aware of their area of the website and are actively engaging with it. | Feedback from siblings Website traffic data Engagement in the information on the site. |
| Provide an opportunity for adult siblings to come together socially | To tap into a group of siblings that haven't yet been targeted for support. To get a better understanding of what support is wanted/needed from this specific group. | This group of siblings will enjoy a social event with each other and we will have a clear idea of what and how we can support this group in the future which will inform future planning. | Feedback from siblings |
| Organise and implement a teenage sibling event | To continue to build a relationship with this group of siblings with Willow Dene and each other. | The event is well attended and new connections are made with each other and with Willow Dene. The siblings enjoy themselves and relax in a different environment. | Feedback form from the siblings Twitter feed |
| Organise a sibling display for the reception display board | To display and celebrate the events that have been held so far at Willow Dene. Showcase competition entries for families, visitors and the Willow Dene community to enjoy. | The display board will be eye-catching and draw people in to look at it more closely. Siblings will see themselves represented and showcased. | Feedback from governors, staff, families and visitors |
| Launch a sibling competition | To provide an opportunity for siblings to spend time together to create something that will then be judged. | There will be lots of entries from across the school and all contributions will be showcased at our winter event. | Feedback from siblings and families |
| Continue to develop a piece of literature about siblings of children with SEND | To complement and formalise the work with siblings that the school is carrying out | Nearer to completing a published piece of work which is useful to the wider education community. | Feedback from a range of stakeholders. |
| Research and attend CPD opportunities | To extend our own knowledge and understanding of siblings, young carers and how to support siblings. | EB and JG-S will have an increased understanding of what is on offer and how to best support siblings and young carers across the age categories. This information is disseminated to stakeholders. | Own knowledge and understanding increased. |

| Core Priority | Summer 24 update |
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| <p>To provide support, participation and involvement of siblings of all ages and develop relationships between them and the school</p> | <p>Spring 24 update</p> |
| | <p>Collaborated with Chief Executive of Sibs charity and shared some of our work with them to publish. Future opportunities for speaking on a national and international level agreed, as well as opportunities to write articles for Sibs newsletter, therefore further getting Willow Dene's name out in the wider world. Opportunities for our children, their siblings and parents/carers to get involved in Sibs, through coffee mornings and photography opportunities.</p> <p>There is a new Siblings feature within our school newsletter, which contains a photo of siblings and a sentence or paragraph about their sibling with SEND. This is another means of highlighting and celebrating relationships with siblings.</p> <p>Launched our spring term sibling project, which has a focus on photography and 'special places'. Children and young people's work will be exhibited at the Spring Fling event.</p> <p>Spring Fling community event has been planned, which will create an opportunity for children and young people to bring their siblings and wider family to Willow Dene to participate in a range of spring activities.</p> <p>Teenage sibling spring event has been planned for coming weeks, teenage siblings will have the opportunity to attend Adventure Golf, to socialise with other siblings of our children and young people.</p> <p>Reviewed School Development Project which have a focus on Siblings and checked in to review the impact of these.</p> |
| | <p>Autumn 23 update</p> |
| <p>By participating in sibling conferences and CPD training, we have gained ideas for further work and made useful connections to support sibling work in school.</p> <p>Teenage and adults events planned for November which will continue to build up relationships and support with our teenage siblings and provide an opportunity for our adult siblings to come together.</p> <p>The big display in the reception area is eye catching and celebrates and represents the siblings of our families by showcasing their contributions to competitions and events held throughout the year.</p> | |



To refine and streamline the Annual Review process to make a positive difference to teacher workload and reflect children’s progress more effectively



WHY

Improve the systems and organisation of the annual review process
Benefits teacher workload and parent engagement



SUCCESS

Well organised and easier for all stakeholders to engage with
Reporting children’s progress in a way that is both accessible and meaningful

SPRING 24

| What? (action) | Why? (is the change needed) | Success (what will it look / sound like?) | Evaluation (sources of impact feedback) |
|---------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| Embed the use of new proformas, offering support and guidance to teachers and chairs and troubleshooting issues that may arise. | To ensure there is consistency across the school of the use of new proformas and that teachers and chairs are comfortable with the documents and the expectations we have for them. | Opportunities for discussion with teachers will have been provided and have fed into development. Proformas will be completed to a high standard. Templates will be free from glitches. | Feedback from stakeholders |
| Develop guidance documentation for chairs around best practice, particularly around Annual Reviews for transition points. | Guidance will ensure that all stakeholders are clear as to what the expectations are for the review process. High profile years (2, 5, 10) will have clear guidance that will inform meetings with the LA. | The AR process will be seamless, and all stakeholders will complete processes as per guidance. This includes clear communication with the AR Administrator and LA. | Feedback from stakeholders including the LA |
| Develop processes for parent contribution to Annual Reviews, including the format of this. | To increase uptake in parent contribution so that parent voice can be captured effectively within all annual reviews. The process for capturing this is multi-faceted and allows parents to contribute through digital, paper or verbal methods. | Parents have had the opportunity to contribute to the design of the parent contribution process. There is an increase in parent contributions to the annual review process and parent voice is captured in all annual reviews. | Feedback from parents (Coffee morning) Feedback from senior leaders |
| Quality assurance sessions to review the content of Annual Review reports across all key stages. | Senior Leaders have an overview of the content of Annual Review reports and the success of the prompts provided can be assessed in how well this has supported teachers to write good quality annual reviews. | There is consistency in the standard of annual review reports. Senior Leaders are able to highlight good practice and areas that may need further development. Feedback can be shared more widely with teachers and further guidance given if needed. | Feedback from senior leaders. Annual Review reports selected for QA purposes. |

Willow Dene Core Priorities 2023 – 24

AUTUMN 23

| What? (action) | Why? (is the change needed) | Success (what will it look / sound like?) | Evaluation (sources of impact feedback) |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| Redesign the baseline and AR proforma for Willow Dene drawing on best practice from other providers and establishing WD specific feedback from various stakeholders | The current proforma is substantial and does not always provide opportunities to highlight children's holistic and curriculum progress | New proforma in use which has been collaborated on and approved by stakeholders. Feedback from other providers has informed proforma. Workload reduced for teachers. Positive feedback from teachers about the content of ARs. | Feedback from stakeholders |
| Develop the systems and process for booking and tracking of baseline and AR meetings to ensure that there is minimal disruption and high uptake in selected dates | With the school expanding, it can be challenging to ensure that AR dates are appropriately spaces, organised and fulfilled | Teachers work collaboratively with AR lead to ensure minimal disruption to diaries when booking reviews . Less rescheduling of ARs across the year from teachers, chairs and parents Clear tracking systems in place to ensure that an accurate record relating to ARs is upheld . System in place to avoid issues relating to diary invites and absence. The correct stakeholders (including therapists and outside agencies) are invited in a timely way and attendance is followed up. | Feedback from stakeholders |
| Clear guidance circulated on roles and responsibilities and who raises an issue if it's present | Ensuring that all ARs are consistent in structure, format and approach. All stakeholders feel supported in knowing what they are doing and why (Including those who are not familiar with the process). | Guidance for chairs and AR lead on expectations for ARs Prompts provided in AR document on how to complete the form. All stakeholders understand key transition points and the paperwork that is required at these times. | Guidance documents |

| Core Priority | Summer 24 update |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>To refine and streamline the Annual Review process to make a positive difference to teacher workload and reflect children's progress more effectively</p> | |
| | <p>Spring 24 update</p> <p>Annual Review Proformas are in place for all groups except sixth form (This is the next step) The new proforma is in use. It has been collaborated on and approved by stakeholders. There have been adjustments made to this following feedback as teachers and chairs have used the template. There has been positive feedback from teachers about the content of Annual Reviews. Although for some, getting to grips with the new template has meant writing reviews have taken longer, feedback has been that they are enjoyable to write. A Professional Development Meeting has been held to update teachers and chairs on the expectations for Annual Reviews. Our first quality assurance exercise was completed last week in SLT. Annual Review prompts are working well for teachers and ensuring appropriate content is provided. Additional prompts have been made for chairs to ensure that meetings have a familiar structure and the content for transition years is clear. Overall, the measures put in place so far have reduced the number of reviews that have been cancelled because dates and diaries have been prioritised beforehand.</p> |
| | <p>Autumn 23 update</p> <p>We have gathered information from a range of other schools across the country as to their annual review paperwork We have built upon useful aspects of other school's/LA paperwork in our first draft We have been meeting on a weekly basis to discuss and plan for the direction that we feel our annual review paperwork should take We have produced a draft version of an updated part one and two annual review which is in the first stage of checking Weekly meetings with the AR admin team are taking place, this is helping to troubleshoot issues quickly Additional guidance has been given on the AR process for teachers which is being further cemented by an AR SLT in the coming weeks</p> |



To develop understanding of the pedagogical approaches that inform teaching and learning and underpin the curricula, which meets the diverse needs of our children



WHY

What is the driver for this core priority?
 Why should people care about it or engage with it?
 To ensure staff have a clear understanding of pupil learning levels and the pedagogies that underpin teaching and learning.



SUCCESS

What does beautiful look (or sound) like?
 How will we know this is achieved?
 Class teams have a clarity around their groups learning profile, what teaching and learning looks like for that learning level and what pedagogies support this.

| Spring 24 | | | |
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| What? (action) | Why? (is the change needed) | Success (what will it look / sound like?) | Evaluation (sources of impact feedback) |
| Learning walks collaborative working with teachers, teams and line managers this term will be used to ensure learner profile descriptors match implementation in the classroom. | To ensure that precision teaching is used and that teachers are targeting the right systems and approaches for their group. | Teachers and line managers are able to articulate the learning profile of the group and what systems and approaches are best for their class. | LW feedback Discussion between leaders and teachers Class profiles |
| To identify systems/approaches for the different learning profiles across school. To have a clear rationale as to why we have chosen them and to share with teams | To ensure teachers and teams have a clear understanding of what systems and approaches should be being used in their class. | Teachers and teams will have a good understanding of systems and approaches in their class and why they use them. | Teachers meeting Team meeting |
| To continue to produce a teaching and learning document that highlights our key pedagogies, why we use them To develop at teaching and learning document that sets out WD's pedagogy, systems and processes and key cognitive and psychological theories. | Staff to have a clear understanding of pedagogy, theories and systems/approaches and why we use them. Both new and experienced teachers need to have a clear understanding of the approaches we use, why we use them and how they contribute to teaching and learning at WD | Staff to have a clear understanding of pedagogy, theories and systems/approaches and why we use them. | LW's highlight pedagogical use in class. Leaders and teachers can identify the correct systems and approaches for their class and why we use them. Feedback from teacher's meeting and from strategic core. |

Willow Dene Core Priorities 2023 – 24

AUTUMN 23

| What? (action) | Why? (is the change needed) | Success (what will it look / sound like?) | Evaluation (sources of impact feedback) |
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| To support and develop practice of teachers working in transition classes to be able to identify learning levels and tailor the curriculum to match the children's needs | Transition classes are new. Children will eventually move to a class with children of a similar learning level. Clear understanding of child development supports appropriate classroom placements | Transition classes will have established routines and structures and begin to identify children who may need a different classroom provision suitable to their learning needs | Class plans Transition class meetings Baseline assessments Shared visits and professional dialogue |
| To ensure there is a clear shared understanding of the different learning levels/profiles/styles across the school | To make sure teachers/support staff have a clear understanding of learning needs across the school and can effectively plan for these groups. | Staff have confidence in assessing their children at the appropriate level. Are clear as to what constitutes a learning profile at the different levels from FS, SO and P&S | Progress meeting outcomes LJ evidence and observations LW feedback and discussions with line managers PDM |
| To produce and share a document that highlights our key pedagogies, why we use them | Staff to have a clear understanding of pedagogical approaches, why we use them and their importance | Staff have a good understanding of the pedagogies that underpin their teaching and pupil learning | Timetables reflect a clear pedagogical approach to learning LW's highlight pedagogical use in class. |

| Core Priority | Summer 24 update |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>To develop understanding of the pedagogical approaches that inform teaching and learning and underpin the curricula, which meets the diverse needs of our children</p> | |
| | <p>Spring 24 update</p> <p>We continue to work on the Willow Dene version of the Compass Teaching and Learning Handbook so that it reflects the specific way we teach and support learning for our children and young people.</p> <p>We have held Professional Development Meetings to disseminate the overview we have been developing around theories and pedagogies which underpin our teaching and learning. We have collated information from teachers as to how this information is impacting on their teaching.</p> <p>Gaining feedback from teachers and teams on class learner profiles has been a priority to ensure they reflect the learning needs of the groups and begin to unpick what teaching strategies look like for each of these groups.</p> <p>There has been a 'deep' look at Teaching and Learning in each class as part of Leadership Monitoring actions this term. This has been underpinned by a teachers meeting and several SLT meetings to ensure that there is shared understanding about the quality of teaching and learning between line managers and teachers.</p> <p>We have started to review class groups in preparation for putting next year's class groups together using information gathered from teachers about the success of this year's learner profile groupings.</p> |
| | <p>Autumn 23 update</p> <p>We have held transition class meetings to ensure new children to the school are placed in the appropriate classes.</p> <p>The Compass Teaching for Learning document is being updated to support pedagogical approaches at Willow Dene.</p> <p>There has been a meeting to discuss and share pedagogical approaches used in classes by teachers and teams which will form the basis of information about learner profiles for each class.</p> <p>Following an SLT where leaders matched the profiles to each group these have been organised and shared with class teams and teachers.</p> <p>There is an initial Pedagogical framework structure which will break down the complexities of the Pedagogical approaches that we use.</p> <p>The formatting of this has been very important so that staff can use visuals as a reference point in the future.</p> <p>There is a Pedagogy Governors monitoring morning on 23rd November.</p> |



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

| SPRING 24 | | | |
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| What? (action) | Why? (is the change needed) | Success (what will it look / sound like?) | Evaluation (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 through communication with familiar adults and kitchen team | PDM delivered to all staff and time allocated for teams to produce communication systems Communication systems in place and visible at lunchtimes | PDM feedback Communication systems visible at mealtimes Feedback from teams (including kitchen teams) |

Willow Dene Core Priorities 2023 – 24

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| | | Class teams feel confident enabling communication during dinner time | |
| 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 |

Willow Dene Core Priorities 2023 – 24

AUTUMN 23

| What? (action) | Why? (is the change needed) | Success (what will it look / sound like?) | Evaluation (sources of impact feedback) |
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| 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 |

| Core Priority | Summer 24 update |
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| <p>To enhance staff knowledge and understanding of appropriate communication strategies to empower communication at anytime, anywhere, with anyone</p> | |
| | <p>Spring 24 update</p> <p>There has been a lot of important information shared and discussed this term in relation to the communication core priority, and how we use and disseminate this information is critical to the successful implementation of change.</p> <p>We have had regular communication team meetings, which consists of members from the Speech and Language Therapy Team (Rachael Lord and Sarah Gelli), the Communication lead (Lily North), the Literacy lead (Charlie Walsh), a Deputy Head (Claire Bayfield) and myself (Kelly Welch). These meetings have been important as there is a lot of change happening within the Speech and Language Team (SaLT) and more widely in the borough. SaLT updated us of an upcoming policy change linked to PECs which we are awaiting. SaLT are also keen to use core boards and fringe words as a more common communication strategy, which would eventually replace topic boards. This may also be a more appropriate communication system for some children instead of PECs, although this will be determined on an individual child basis and support put in place to train the team around the child to support this shift.</p> <p>SaLT have been invited to a strategic core meeting on Tuesday 26th March where they will share this information with the wider leadership team. This will enable questions and discussion to develop which ensures we align in the direction we move in with communication. SaLT have piloted core boards and fringe words with identified classes to be able to share real life examples of this in practice. If agreed, we would look at wider school roll out of this communication system in the summer term, which will include a PDM delivered by myself and SaLT to explore this with teachers and teams. An additional benefit we hope to see from the introduction of core boards and fringe words is the development of modelling within classroom practice.</p> <p>The communication referral system continues to be utilised by teachers. This team meet every half term to look at referrals and set actions for individual children. This term we led a PDM on the referral system so that teachers and teams could see how to raise a communication request and explore the process that takes place as well as the communication options which could support children. This felt like a productive use of team time with questions being asked and good discussion taking place. We have had additional referrals following the PDM which is positive.</p> <p>With PODD, I have explored a new piece of software which will enable PODD books to be created, personalised, and customised more efficiently, and raised an order for this. The software is called Mind Express 5, and the manufacturers have been working with Gail Porter, the founder of PODD, for the past three years, to create an alternative to Boardmaker which supports the successful generation of PODD books. The software is much more fluid than Boardmaker, has UK specific books (Gail is Australian and as a result, all previous books have had to be individually personalised for a UK user), and enables global changes such as skin tone and use of specific symbols across the book. Currently Mind Express have all direct access books available and will shortly be releasing alternative access books too.</p> <p>We are also ordering more 'I've got something to say' bands and are currently exploring pricing options with an alternative supplier before processing our next order. We have a plan to roll out these bands more widely across the school, starting with three focus classes who are not using PODD (in addition to the classes which have PODD users or who are using the bands effectively), where support and modelling will be directed to establish this communication strategy. This will enable us to identify successes and barriers to inform wider school roll out and support classes with this effectively.</p> |
| | <p>Autumn 23 update</p> <p>This term has had a focus on establishing where we are currently with communication strategies across the school, and developing leaders own knowledge and understanding in order to move forward with this core priority effectively.</p> <p>We have been planning to further our use of Pragmatic Organisation Dynamic Display (PODD) which is a way of organising whole word and communication symbol vocabulary in a communication book. We have arranged a visit to Richard Cloudesley School who effectively implement PODD to see what this looks like in practice, understand their journey to reaching this point, and use this knowledge to inspire next steps at Willow Dene.</p> |

Willow Dene Core Priorities 2023 – 24

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| | <p>We have been supporting Pool Frog with the implementation of a PODD book for a child using an eye gaze low-tech PODD book, alongside Speech and Language Therapists.</p> <p>We have been organising training opportunities to support staff who have had children join their class this year who use a PODD book, to ensure success.</p> <p>The communication team have met to identify communication priorities for children identified through the communication referral system. This includes a large Alternative and Augmentative Communication (AAC) clinic group and introduction of further PODD books. We are hoping to recruit the support of CENMAC Advisory Service who can support equipment loans to our AAC clinic this year to support the roll out of high tech AAC for identified children.</p> <p>Discussions have begun with the communication lead and the kitchen team to implement effective communication opportunities at mealtimes for children.</p> <p>Training is scheduled this term to work with early development classes on early communication opportunities, including the use of intensive interaction and establishing children's yes and no.</p> |
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