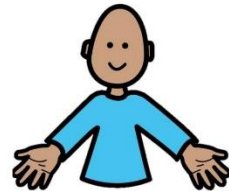


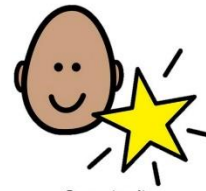
School Values



Caring



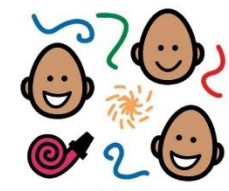
Welcoming



Opportunity



Positivity



Celebration

We **care** for each other

We **welcome** everyone

We create **opportunities**

We are always **positive**

We **celebrate** each other and our achievements.

Individually we grow, together we thrive

We are extremely proud of our school. Acorns is a welcoming, caring and friendly school, and we believe in respect and opportunity for all. We put communication and positive relationships high on our list of priorities and promote close working relationships with our children's families. At Acorns we focus on promoting independence and opening up opportunities for our wonderful pupils. We believe in valuing each individual and celebrating their successes through every stage of their learning journey. Our team is dedicated to the children, we are passionate about learning and engage our pupils in a creative and personalised way to support them to reach their potential.

The School Development Plan Explained (SDP)

A high-quality SDP has the following benefits:

- It allows the whole school community to understand the school's vision.
- It provides everyone with a clear understanding of the school's goals and how they will be achieved.
- It contains timescales for implementation to ensure accountability.
- It allows the school to determine how to effectively use resources to meet goals.
- It helps the school to budget and determine spending priorities.
- It clarifies the key priorities the school believes are the most important to address at this time.

We constantly review everything we do based on assessments, observations, feedback and the needs of our pupils. These reviews help us to identify priorities and form the core of our SDP.

We believe it's important to allow everyone the chance to contribute ideas for school improvement. We ask parents, staff and pupils to share their ideas through questionnaires and via the school council.

Staff members play a key role in determining our priorities and ensuring their success. Staff development forms a large part of our school improvement process, with staff encouraged to undertake training throughout the year, both internally and externally, and INSET days are planned to enhance teaching and learning.

Priorities are aligned to the Ofsted framework, which ensures we focus on the most important priorities for total school improvement.

Once the SDP is agreed, we review it on a termly basis to ensure we are meeting expectations and are on course to deliver our promises.

Abbreviations used throughout the SDP

For brevity, we have used abbreviations throughout the SDP. These are as follows:

HT: Headteacher (Paula Barlow)

DHT: Deputy headteacher (Katy Stringer)

SBM: School business manager (Dan Williams)

AHT: Assistant headteacher (Laura Hall)

DSL: Designated safeguarding lead (Katy Stringer)

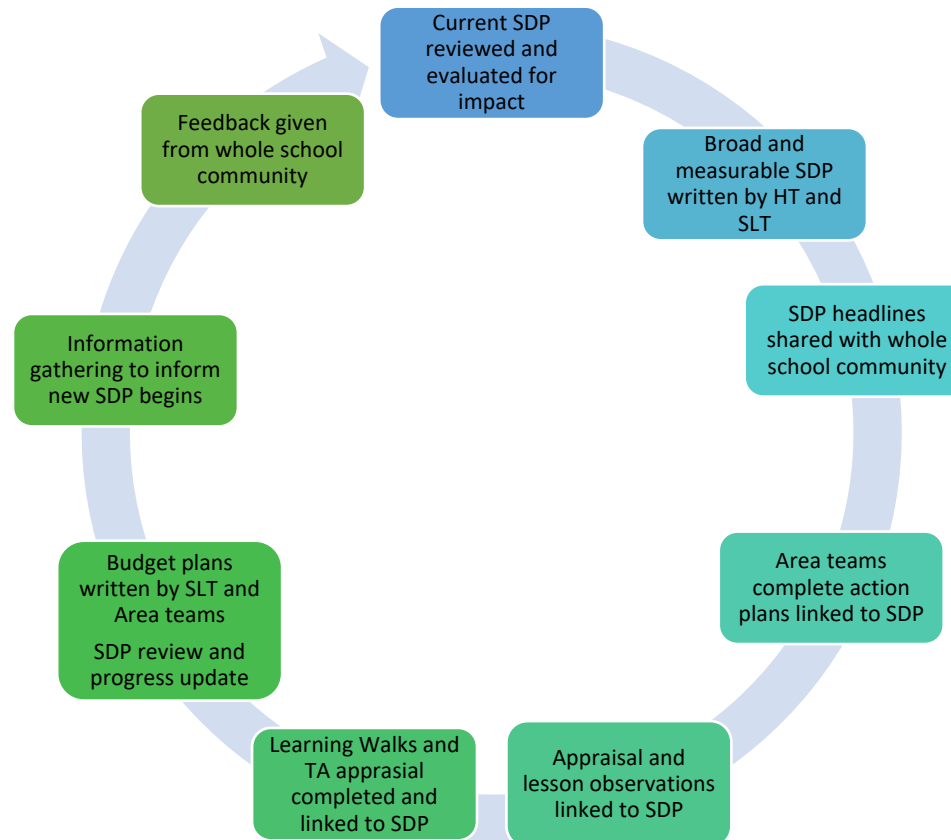
SLT: Senior Leadership Team

GB: Governing board

TLR: Teaching and Learning responsibility

GLD: (Generic learning difficulties)

Acorns School Development Cycle



School context

Acorns is a GLD primary special school with 88 pupils on roll aged 2 to 11 years. Approximately 65% of pupils are boys and 35% are girls. All pupils at Acorns have Educational, Health and Care Plans (EHCP) with a wide range of needs including; global or significant development delay, autism, Multi Sensory Impairments (MSI) or profound and multiple learning difficulties. Over time the needs of pupils at Acorns have become increasingly complex.

Pupils come from a wide variety of ethnic backgrounds, the majority being white British, Indian and Pakistani. In recent years there have also been pupils with Polish heritage joining; reflecting the trend in the changing population of Preston. Currently, 28% of our children have English as an Additional Language. There are 12 languages spoken by pupils. In September the figure is 34% with 13 languages.

The majority of pupils who reside in 6 of the most deprived wards nationally (Deepdale, Ingol, Fishwick, Ribbleson, Brookfield & St George's).

The proportion of pupils supported through the pupil premium is above average at 28%

The percentage of families eligible for FSM in 2020-21 is 24. Additional premium funding is available to support 2 children in care and 2 forces pupils.

OFSTED

We were judged as "Good" in an Ofsted inspection in 2017

Key areas for development were:

- The school improvement plan is broad in scope and contains measurable targets
- Teachers and other adults have even higher academic expectations of what pupils, particularly the most able, can achieve.

Subsequently we have designed a new SDP format which is both broad and easily to measure success based around the 3 Is.

We have also redesigned our curriculum to further meet the needs of all pupils.

Data findings (Progress)

Data taken from Evidence for Learning (EFL) is analysed on a termly basis both for individuals and mixed cohorts to ensure that pupils are on track and identify the need for any specific learning interventions. Data captures are viewed alongside observations and evidence collected on EFL, which are then triangulated.

75% of targets set against the ECHP-AR-IEP process were partially or fully achieved in 21-22.

89% of targets set against the EHCP-AR-IEP process for PPG pupils were partially or fully achieved in 21-22

94% of targets set against the EHCP-AR-IEP process for EAL pupils were partially or fully achieved in 21-22

2 pupils leaving Year 6 were working at PKS5 and PKS6 demonstrating the depth of knowledge gained.

Attendance Data 21-22

88.6%

Significant changes

- New HT appointed in Jan 21
- Additional class introduced and a temporary increase in places from Sept 21
- Partial closure of the school
- The pandemic

Celebrations and Successes

- Our new Maple class has been a huge success. The children in the class were all brand-new to school in year 1 or 2 and have been in a mainstream setting previously. Many children only attended school for a morning or partial hours. All the children have complex communication needs and

many have sensory processing difficulties. All children are now in school full time at Acorns and thriving. The class teacher was also new to school and completing her last term of NQT. She has passed her NQT confidently and remains in school as a permanent member of staff. The level 3 TA was also new to post

- A change team has been established to develop the operational day to day running of the school. This is made up of different members of the school: TAs, Teachers, HLTAs, SLT, Office team

Expressive communication method (Functional)	Percentage 21-22
Verbal	27%
Communication book	18%
PECS	25%
Real life objects used to enable choices	11%
Big mac/Switch	0%
Eye pointing	1%
Makaton	0%
2 or more methods being used	15%

- Expressive communication has been a focus. We have been keen to ensure all pupils have a “voice” and can communicate and choice make. We have been able to introduce a method for all pupils in school which suits them and is functional.
- We have started to introduce communication more heavily outdoors developing a sensory communication trolley to support pupils’ choice making and expressive functional communication while they play outside.
- We are a trauma informed school following successful training for the whole school

- 2 members of staff are now Youth mental health 1st aiders
- ELSA sessions have had a large impact of supporting pupils return to school following the pandemic. Over 20% of pupils are seen formally and support offered informally to many more.
- Successful building works have been completed to create a new staffroom and classroom
- Successful Bendrigg visit
- Equality: Disability badge achieved
- A semi formal curriculum has been rolled out successfully with whole school with parent information sessions offered. The curriculum is broad, balanced, robust and designed to meet the individual needs of our pupils.
- Successful completion of NQT for 1 teacher and a successful 1st ECT year for another
- Completion of NPQH (HT)
- Silver PE award
- Successful parental survey demonstrating 4.8/5 average score.

School Development Plan 2021-22	
<p>Leadership and Management</p> <p>(PB)</p>	<p>To further improve leadership and management through the following:</p> <ul style="list-style-type: none"> • To re-imagine/ re-establish and then embed whole school values, the school vision and mission statement. The main piece of work is complete; however this will continue to be revisited each term and then each year as a new intake starts, as well as via parental staff and pupil feedback throughout the year. • To increase pupil numbers by creating a new class group (KS1). (73-86 children) • Develop distributed leadership by re-defining and restructuring the roles and responsibilities of middle leaders. <p>New teams established and meetings/workshops have been held Action plans compiled Budget plans being written as teams. Ownership on the teams to plan and evaluate</p>
<p>Quality of Education</p> <p>(KS/PB)</p>	<p>To further improve the quality of education through the following:</p> <ul style="list-style-type: none"> • Ensure the communication needs of all pupils are met and every child has a means to express themselves through a consistent and coherent whole school approach to communication. - PB <p>Staff have embraced this and made huge progress in using CB/PECSs and a consistent approach to communication. I feel communication needs to remain a focus next year.</p> <ul style="list-style-type: none"> • More effectively meet the learning needs of pupils by designing and implementing a whole school semi formal layer to the curriculum (exc; Woodlands/Seedlings) - KS <p>The staff team are writing this curriculum together and the 2 staff members leading have been very successful in their delivery and their engagement of the team. As the project develops so do questions, and we are currently working to develop semi and formal breadth of content.</p>

<p>Behaviour and Attitudes (KS)</p>	<p>To further improve the quality of Behaviour and Attitudes</p> <ul style="list-style-type: none"> To improve behaviour and attitudes in school by enabling pupils to regulate their emotions following coaching, support and interventions from staff members. <p>ELSA sessions have been very successful and 17 pupils have been supported since September. 2 pupils are seen twice weekly, and several pupils have received informal support including social stories or drop in support. We also have a waiting list. The therapy Guinea pigs are being used as a tool to support pupils and have been embraced by many pupils who do not have ELSA sessions but enjoy helping to clean or play with them. 2 staff have been trained as Mental health 1st Aider for Youths. PB enrolled on “Mental Health lead for School” training.</p>
<p>Personal Development (PB)</p>	<p>To further improve the quality of Personal Development</p> <ul style="list-style-type: none"> Ensure pupils’ pastoral needs are effectively met following the pandemic enabling them to successfully integrate back into full time school life. (Met) Embed the new primary framework for RSE and ensure its relevance Espresso package purchased to support with planning and training planned for Summer 1 Pursue the equality mark (2/3 badges) Disability badge started. Audit complete. The audit was a longer progress than first imagined but has identified both strengths and areas to develop. All equality training has been attended. The first badge has been awarded
<p>Wellbeing (LH/SS)</p>	<p>To further promote the well-being of all staff through the following.</p> <ul style="list-style-type: none"> Better support to staff through improved communication on COVID-related matters from SLT to staff on their return to full time work Establish a 2 layered approach to well-being: (Top layer: Well-being mornings, INSETs, twilights, etc: Well-being team) (Deeper layer: Employee assist, open door policy, OHU). <p>All staff signposted to Employee Assist, Return to Work completed to gauge the level of support needed. A staff survey will be completed by April and will documents staff thoughts. The wellbeing team are active and ask for staff input throughout the year.</p>

Premises (PB)	<ul style="list-style-type: none">• To improve the school premises and expand the school's capacity for offering much needed places by creating a new classroom and re-purposing three rooms.• Complete, outdoor areas added to enhance provision. These are additional works.
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Priorities for the academic year 2022-23
(School Development Plan)

School Development Plan 2022-23	
Leadership and Management	<p>To further improve leadership and management through the following:</p> <p>Developing a robust system for provision mapping incorporating a graded response: universal, intensive and specialist PB</p> <p>Employ and embed coaching techniques into all aspects of school life to promote a solution focused ethos PB</p> <p>To create and promote a mental health strategy which supports the positive mental health of pupils, staff and parents. PB</p>
Quality of Education	<p>To further improve the quality of education through the following:</p> <p>Develop and embed an inclusive reading scheme which is consistently taught and assessed throughout school PB</p> <p>Enable pupil's voice when travelling in the community and in non-classroom-based areas. PB</p> <p>Support pupils receptive understanding as they move around and outside of school PB</p>
Behaviour and Attitudes	<p>To further improve the quality of Behaviour and Attitudes:</p> <p>Design and deliver a high quality "readiness to learn" programme which is rooted in sensory regulation. KS</p>
Personal Development	<p>To further improve the quality of Personal Development:</p> <p>Embed Equality throughout our practice with the goal of enabling all stakeholders to thrive in a supportive learning community. PB/LH</p>
EYFS	<p>To further improve the quality of EYFS:</p>

	Re-design the EYFS outdoor learning area to provide quality, first hand, accessible and stimulating outdoor learning experiences which develop understanding and promote challenge. LH
Safeguarding	To further improve the effectiveness of safeguarding: Ensure a robust and practical approach to online safety KS
Mental Health and Wellbeing	To further improve the quality of staff wellbeing: Develop the staff “feedback-action-review process” concerning operational matters ensuring it effectiveness. (PB/DW)
Premises	To utilise space in school to create a more appropriate learning environment. (DW)

Other notable developments planned for 22-23

- Re introduction of B² to assess and track progress in a quantitative way
- Eye gaze being introduced to several pupils after successful trials
- New School Business Manager: Successful integration into the team/new office admin assistant/site supervisor
- Spotlight profiling for SLT
- New signage being designed reflecting the school's ethos and values
- Complete re wire of the school
- Workforce reform
- Internal works to the building
- Embedding MOVE (The MOVE programme will be embedded across school providing opportunities for children to develop their independent movement)
- Outdoor groundwork (Health and safety)
- Deep dives undertaken by Subject leads: Increased emphasis on peer moderation/observation.
- Race/religion Equality badges
- Moderation of IEP/EFL based on the previous academic years review

School Improvement Priorities 2021-2024

2021-2022	
L and M	<ul style="list-style-type: none"> • Values/vision /mission statement • Distributed leadership of subjects to areas • Increase pupil numbers by a new class. (7-10)
Q of E	<ul style="list-style-type: none"> • Ensure the communication needs of all pupils are met and every child has a means to express themselves through a consistent and coherent whole school approach to communication. • More effectively meet the learning needs of pupils by designing and implementing a whole school semi formal layer to the curriculum (exc; Woodlands/Seedlings)
B and A	<ul style="list-style-type: none"> • To improve behaviour and attitudes in school by enabling pupils to regulate their emotions following coaching, support and interventions from staff members.
PD	<ul style="list-style-type: none"> • Ensure pupils' pastoral needs are effectively met following the pandemic enabling them to successfully integrate back into full time school life. (This will be reviewed September 21) • Embed the new primary framework for RSE and ensure its relevance • Pursue the equality mark (2/3 badges)
MH and WB	<ul style="list-style-type: none"> • Better support to staff through improved communication on COVID-related matters from SLT to staff on their return to full time work School Improvement priorities • Establish a 2 layered approach to well-being: (Top layer: Well-being mornings, INSETs, twilights, etc: Well-being team) (Deeper layer: Employee assist, open door policy, OHU.
SG	<u>Audit provision</u>
Premises	<ul style="list-style-type: none"> • To improve the school premises and expand the school's capacity for offering much needed places by creating a new classroom and re-purposing three rooms.

2022-2023	
L and M	<ul style="list-style-type: none"> • Developing a robust system for provision mapping incorporating a graded response: universal, targeted and specialist • Employ and embed coaching techniques in the appraisal process
Q of E	<ul style="list-style-type: none"> • Develop and embed an inclusive reading scheme which is consistently taught and assessed throughout school • Enable pupil voice when travelling in the community and in non-classroom-based areas. • Support pupils receptive understanding as they move around and outside of school
B and A	<ul style="list-style-type: none"> • Design and deliver a high quality “readiness to learn” programme which is rooted in sensory regulation.
PD	<ul style="list-style-type: none"> • Embed Equality throughout our practice with the goal of enabling all stakeholders to thrive in a supportive learning community.
EYFS	<ul style="list-style-type: none"> • Re-design the EYFS outdoor learning area to provide quality, first hand, accessible and stimulating outdoor learning experiences which develop understanding and promote challenge.
MH and WB	<ul style="list-style-type: none"> • Develop the staff “feedback-action-review process” concerning operational matters
SG	<ul style="list-style-type: none"> • Ensure a robust and practical approach to online safety
EYFS	<ul style="list-style-type: none"> • Re-design the EYFS outdoor learning area to provide quality, first hand, accessible and stimulating outdoor learning experiences which develop understanding and promote challenge. •
Premises	<ul style="list-style-type: none"> • To utilise space in school to create a more appropriate learning environment.

2023-2024	
L and M	<ul style="list-style-type: none"> • Task force review related to hours/contracts. Extend the working day for TAs to allow to additional training/liason time. • Parent partnership award
Q of E	<ul style="list-style-type: none"> • Assessment package: (B Squared will have been used for the year) • EHCP process: redevelopment.
B and A	<ul style="list-style-type: none"> • Thrive: Focus on emotional regulation
PD	<ul style="list-style-type: none"> • Re development of the pastoral team (multi-disciplinary team)
MH and WB	<ul style="list-style-type: none"> • Embed coaching throughout school: Supervision model/ team to team support.
SG	<ul style="list-style-type: none"> • CPOMS training /further strengthen in line with national guidance
EYFS	<ul style="list-style-type: none"> • Re accreditation Quality Mark /additional numbers
Premises	<ul style="list-style-type: none"> • New EFYS department: Liaise with the authority re places/need