

School Development Plan 2021/2022 – Contents

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Subject: Leadership and Management

Priority area for Improvement	Action Plan	Timescale	Success Criteria
To further develop the school website, ensuring it is reflective of the SEF, EIF and current developments in school.	Ensure the website is reflective of the outstanding practice in school Ensure the website is in line with the SEF Evaluate if the website is reflective of EIF in both upper and lower school as well as pastoral and SEN pages. Develop and demonstrate how cultural capital is implemented throughout the school Update SaLT information to reflect changes and clarify the roles of therapists and how hours are allocated. Use website to clarify ethos of Total Communication and how this is used both in and outside of the classroom. • Update photos to represent current cohort. • Ensure essential sections are accessible in BSL	On going Autumn Autumn term Spring term Autumn By spring On going On going	School website will inform anyone looking through of the school ethos. Intent, implementation and outcomes will be clearly addressed in both upper and lower school with the curriculum transparent to all users. Identify the wide range of cultural capital opportunities in school All agencies able to see the SaLT provision and offer Total communication approach transparent for all agencies.
Progress report February 2022	Website has been updated- both upper and lower long term plans and curriculum intent. Developing samples of work to showcase progression more effectively. New photos mean website is more current. Key letters for parents are shared in BSL via the website so it is accessible to deaf parents. Cultural capital information has been created in conjunction with LT and added to website- highlights better the learning and benefits in addition to the everyday curriculum around the whole child. SEF has been updated and on the website. SaLT team are working on sharing Visual Phonics more effectively both on the website and within the new pupil information pack. SaLT team currently working on an explanation of how SaLT is delivered in school to different age groups in preparation for this to go onto the website. Videos of letters, important information and policies are regularly updated to ensure accessibility.		
Progress report June 2022	Website continues to be updated. Photographer took more recent shots of the school community. New Ofsted reports and refreshed policies are on website. More BSL translation is available i.e. SaLT provision. English and Science channels have been revised and improved- more content can be shown and is more easily accessible. Cultural capital information is clear on the website and reflective of school policy and practice. SLT have considered how this can be well presented to any external visitors.		

	SEF is on the website and is updated Pupils premium intention and plan is clear on the website. SalT team have created a toolkit to calculate more equitably hours for students based on their needs. This is clearer for staff and parents. SalT team have also created Communication Profiles for all students presenting a clear picture of every child, their listening and communication needs, assistive technology, speech intelligibility etc. This has made more staff aware of students who have a wider communication range but are not always using it. Information regarding how SalT is delivered is now in BSL on the website for better access to all parents.		
To continue to improve 'student voice' feedback to ensure provision and representation is clear.	Student voice to be developed within the school leadership programme.	On going	Students will see how their voices are absorbed into the school.
	Ensure diversity is evident in the leadership programme.	On going	A greater awareness of diversity throughout the school community.
	Leadership programme to go across the school and be evident in Lower school as well as upper.	On going	Learning journeys of students evident and understood by SLT. Actions to be taken where necessary to enhance student experience. Students will feel valued in contributions.
Progress report February 2022	Student voice team created - sent out a survey and analysed results. Currently going back for further clarification on issues that arose. Equality and diversity focus group also collating pupil voice linked to communication and language accessibility in class and around the school. Range of Black Deaf speakers have met with different ages of students talking about their jobs, organisations and movements. Empowering influence noted within student community. Peer Champions student leaders are working within lower school, have set up a worry box and regularly lead on lower school lunchtime activities as positive role models. KS3 book look took place and highlighted different factors to ensure teachers are consistent and the level of expectation in work ethos is sustained. This has influenced the marking and feedback policy. From lesson observation, good practice is being shared across subject groups and the consistency of expectation is stronger due to this. KS4 book look currently taking place. Lower book look is taking place mid Feb		
Progress report June 2022	Student voice has continued to be developed within the Student Leaders programme. Staff and Governors have used it when enquiring into different areas such as enjoyment of school lunches, or understanding of Total Communication. Student voice team have questioned senior leaders on how recruitments are made and their involvement. Student leaders achieve an AQA qualification for their work, training and commitment.		

	CLT have been very proactive in ensuring standards are high across the school. Book looks throughout the academic year have reflected the learning journey of all students. Interventions earlier within the year in different areas have supported an improvement in the quality of marking and feedback as well as tracking evidence of learning. Books across the school are reflective of learning journeys of all pupils and this has informed the marking and feedback policy too to ensure it is up to date. Further roles have been developed throughout the year; Lower school EIO and Careers Administrator. Staff on UPS are contributing to the SDP.
Other issues to cover	
Communication with parents and carers, especially after Covid when there has been restricted entry into school.	

Subject: SEN and Accessibility

Priority area for Improvement	Action Plan	Timescale	Success Criteria
To strengthen consistency and continuity of SEN provision across transitions.	To develop personalised portfolios on complex need students To ensure training of staff is provided and shared across teams working around individuals. To ensure information flow is accurate through meetings and reports. Devise SEN 'packages' illustrating support and training needs of staff working with specific pupils To liaise with Deputy and Assistant Head with class groupings and support staff links. To work closely with CLT for PfA for Deaf+ students Develop transparency of SEN on Arbor and other online systems	Ongoing Autumn term Ongoing Autumn/spring term Ongoing	Students with complex needs have clear package and guidelines linked to their needs, resources and training needs of staff around them so transitions are seamless. Staff training is refreshed and updated regularly, staff working 1:1 are well trained and knowledgeable about specific needs. Students are well supported and independence skills are continuously developed. Transition periods are smooth, staff are prepared, families are aware and resources and programmes are immediately put into place.
Progress report February 2022	A Red/Amber/Green list and structure has been agreed within the SEN team looking at High level needs (Red), Additional support (Amber) and Quality First Teaching (Green) list. From that the caseload of students has been identified at each level, this will need reviewing, annually, in order to keep updated. Currently gathering information for the personalised portfolio/packages through discussions with multi agency professionals, such as OT, VI and Physio for identified students. Training has been shared across class teams, when new staff are introduced to students. An effort was made to invite in the school Abbot nurses to give refresher training to staff they felt they had addressed concerns and have offered no further support. The impact of this is that information is being shared from LSA to LSA instead of direct information from a Healthcare professional. Regular meetings are set up with all SEN cohorts, to address any ongoing concerns or issues arising. The cohort has been identified as SEN and Deaf plus. Currently arranging a plan of support for the Deaf + students to be delivered during revision time for other students who have exams freeing up staff in school to provide alternative support and activities. Arbor was identified as not correlating with in house data. It has been updated but is still showing a few errors. The Deputy and MIS administrator are working on this currently.		
Progress report	SEN profiles continue to be used, SaLT have developed Communication Profiles for other Local Authority pupils, for individual students who		

June 2022	require this- clear care plans are in place annotated by photos to ensure clarity. Care plans are established with a multi-disciplinary team including the family to ensure that transitions and progress can be more clearly followed and documented whilst providing clear guidance for staff to ensure consistency. The process of this has enabled an individual student with complex needs to be more independent with their own care/medical needs. Ongoing SEN meetings will support this next year. Working alongside CLT to support deaf+ students with work experience and college transition. Considering Pupil Premium funding in transition conversations, this can ensure continuity but also a fresh approach into impactful ways to use Pupil Premium.		
To develop SEN tracking systems to demonstrate progress and measure impact of current SEN interventions.	Identify and create tracking and monitoring systems for current interventions. Link tracking to APDR process to involve all stakeholders and set baselines and targets. Ensure staff have expertise to carry out interventions and offer training where needed. Consider how tracking and impact can be actively shared with parents and within the Annual Review process. To begin to implement CAPPS with SEN class and use across the curriculum. Ensure staff have training and support with using the system. Consider merging it into the Heathlands tracker	October 21 Autumn 21 Autumn 21 Spring/su mmer 22	All interventions have identified tracking processes with clear baselining and monitoring. ADPR process actively involves students, class teachers, support staff and parents with interventions and understanding impact. Stakeholders consider how further interventions can support individuals at home and implement these, promoting generalised skills and over learning. Staff are confident with using interventions and can monitor and identify impact. Progress and impact is effective reported in the Annual Review process and informs the EHCP process.
Progress report February 2022	Research on current interventions within school has taken place, there is currently no impact data shared. A new system of using the SENCo referral form to ascertain a start and end point is being trialled. A google drive document has been set up and shared with the pastoral and Sal T team to update interventions and linked data. It is aimed that interventions will last for 6-8 weeks and then re-assessed. Due to staffing pressures the typing club that began in the Autumn term had to be cancelled and re-scheduled for the Spring term, this will recommence week commencing January 31 st . Fine Motor skills and SMART moves are currently running and are due to be reassesses at February half term to stop/ add/extend cohort. Currently looking into a Fine Motor skills training/Resource package from South Warwickshire NHS. Setting up ELSA, an Emotional Literacy intervention. A member of staff has been identified and is currently receiving training. She is speaking with staff in regards to referrals and has started interventions with some children, linked to anger, self-esteem and bereavement. The CAPPS training has happened with some key staff, a baseline will be completed by February half term. Initial training was offered last academic year but staff changes have meant this needed to be repeated recently. Once baseline completed a meeting is set with the Heathlands Tracker manager to discuss how we can merge this with the current school tracker.		
Progress report June 2022	The use of the Assess Plan Do review paperwork has been used to start and end support with families, this has been useful and allowed the work to be passed on to class/form tutors to ensure a smooth transition for families/students. The Google drive intervention sheet has been useful		

	to work between departments where an intervention maybe shared and allow for sharing data. Also providing good tracking information to be able to report and plan next steps for students. OT training booked for July to then be cascaded to Learning Support Assistants. Lego therapy training has been delivered to a two class teams with positive feedback. The ELSA is now fully qualified and seeing a range of students across the school. She is planning with staff and we are beginning to work with families to share information where appropriate, sharing activities for the home situation. The CAPPS tracking is now in place for certain groups or students and baselines completed with updates imminent at the end of term. There are a few issues with streamlining this in to the current tracking system and this is being explored as to whether it is incorporated, or it remains separate.
Other issues to cover: To purchase larger screen Chromebooks and/or laptops to ensure VI students have access to technology. Continued development of Clicker training in targeted classes To strengthen links with SaLT and Pastoral in order to share interventions, training and supportive techniques to meet the needs holistically of SEN children. Investigate automatic opening doors for students with mobility difficulties in Upper school	Feb: More Chromebooks have been purchased and some Deaf+ students have received their own. Clicker has been taken up effectively by one LSA, need to extend this further to others. For HH foyer doors to switch to automatic opening is approx. £9k with £1600 annual upkeep. Very high cost and student do not always use these doors to access school as they can go directly into the classroom. June: VI Chromebooks have been given out and Chromebooks for pupil premium and other needs are used by students. Clicker is being used within one class team now, need to expand this further next year with another pupil in a different class. SENCo meets termly with SaLT team. SaLT sometimes join SENCO class based meetings. More cohesive working together and sharing of resources i.e. Memory Magic, Lego therapy, BSL communication development. Automatic opening doors cannot be in place on internal fire doors. Therefore we cannot go ahead with this.

Subject: Whole school Focus.

Priority area for Improvement	Action Plan	Timescale	Success Criteria
To develop the delivery of the school's Total Communication policy with particular focus on enhancing the development of pupils' oral / aural potential and ensuring all modes of communication are equally promoted.	<u>Information on pupils:</u> Staff to have access to all pupils' aided and unaided audiograms and individual pupil records on hearing aid / implant and audiogram to be checked and entered as a 'medical condition' on Arbor records, any students without information audiology assistant to check filing cabinet and add. Communication potential for each child to be established and expectations understood and shared by the full team around the child. (LSAs, Teachers, SALT, Parents)	By Feb 2022	All staff are aware of pupils' communication potential and targets.
	<u>Classroom practice</u> Upper school Form tutors to support the collation of a group of students for whom radio aid would have most benefit. Audiologist and assistant to scrutinise list in relation to audiological information held. For students with CI, audiology assistant to seek agreement for radio aid from clinic / hospital. Audiologist to assess children and identify those who would benefit from being 'fast tracked' to receive new Phonak Marvel aids. Provision of individual microphones for all upper teachers using radio aids and receiver chip for students identified for radio aid. Identify which classroom have a working Soundfield and ensure this is in operation with relevant classes. . Daily testing and checking of hearing equipment using Ling Sounds. Independence in Upper School students to be promoted with students where possible responsible for informing if there is a fault, supported by enhanced presence of Audiology assistant in upper school – available at break times with 'audiology box' for students to approach.	Autumn 2022	Accurate record of equipment allocated and information regarding hearing loss available to all staff.
		October	Hearing equipment effectively tested daily. Reduction of ongoing faults/ issues.
		November	Hearing equipment appropriately used and maintained by pupils (younger pupils to be supported)
		December	Appropriate communication match for pupils in lessons.
		December	
		November	
		October	
		Oct – July 2022	Listening opportunities are provided across the curriculum.

	Classroom packs for hearing aid testing and maintenance available in all classes. Where a teacher is deaf, a hearing LSA will receive training in hearing aid testing. Use of radio aids in assembly for students who have them. Continued adaptation of communication modes for each pupil during lesson delivery. Check pupil understanding and clarify using BSL or English as appropriate to the teacher and student. Pupils encouraged to gain house points through achieving own communication targets. Planning to provide opportunities to encourage 'high quality' listening in lessons where appropriate. Raise whole school expectation that lip pattern / voice / intonation is attempted to promote lip-reading and listening cues. - Name of pupils spoken alongside sign name. - Staff referred to as Mr or Mrs / Ms. - Greater lip reading / listening expectation for simple instructions and repetitive phrases linked to daily routines or activities, such as 'please wash your hands' Where appropriate use of the 'sign sandwich' approach to teach new spoken English vocabulary/ lip-reading practise through initial presentation/ reinforcement of vocabulary in BSL, for example "get your shoes" [YOUR SHOES GET] "get your shoes". Continued development of BSL for all staff working with pupils to at least level 3 to ensure all classroom staff have the tools to match and develop pupils' communication needs appropriately. Staff training on what 'total communication' may look like in different contexts and sharing of good practise in how best to promote auditory aspects alongside BSL in the classroom. <u>Curriculum provision</u> Visual phonics taught from Reception upwards as part of the 'toolkit' (particularly supporting spelling and lip patterns)	October November Oct – July 2022 Oct – July 2022 Oct – July 2022 Oct – July 2022 Oct – July 2022 Oct – July 2022 Oct – July 2022 Oct – July 2022	Visual phonics taught at Reception and KS1 then used as part of the 'tool kit' for supporting learning higher up the school. All lower school staff to be consistent with the use of Visual Phonics, by consistently using the same handshape/movement/sign. Visual Phonics used regularly as a tool to support children with blending and segmenting new words. Visual phonics resources to be shared with parents to continue the tools for use at home. Pupils have the opportunity for high quality specialist music input to encourage listening skills and the opportunity to learn to play instruments through listening or/and reading music. Children show increased confidence communicating with a range of people around school. Students can show the ability to communicate effectively in 2 languages. (Can access help from support services and in-vision signing and subtitles)
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Refresher training for staff and LSAs on the use of visual phonics. Music as part of lower school curriculum weekly with specialist provider. Opportunity to meet and communicate with a range of professionals around school (over and above those working directly with the child) SMILE therapy training for situations in school where students regularly encounter staff with less signing (e.g. lunchtimes) Pupils to develop understanding of their own audiogram, listening ability and communication background through PSHCE/ Deaf studies. Pupils to develop skills in hearing aid care and management. Use of apps/ programmes to develop sound awareness/ listening skills. Language rich environment provided through sign language being used around school by all staff and pupils at all times, allowing for incidental learning. <u>Professional partnerships</u> Refresher training on aspects of audiology from Herts county audiology team (Inset Sept 2021) Strong working links between SALT and classroom staff. Individual termly SALT targets to be provided. Pupils' SALT targets to be followed through the curriculum. Deaf role models / professionals invited to speak to students about their experience in the wider world. Enhanced presence of Audiology assistant in upper school – available at break times with 'audiology box' for students to approach. Partnership with Hertfordshire Music Service/ Music of Life for the opportunity to loan instruments to pupils, engaging them with	QTODS and TODS keep up to date with current audiology practice. Strong links between SALT and teachers mean targets are effectively embedded through the school day. Music lessons are offered each week for lower school pupils and in addition a large majority of lower school pupils have begun to learn musical instruments. One pupil in upper school is receiving violin lessons and is working towards her grade 2 violin exam. Increased opportunities for children to develop their oral speaking skills and listening skills. A good relationship has been developed with Music of Life and Heathlands. This has enabled 4-day-and-now
	Sept. Oct – July 2022 Oct – July 2022 Oct – July 2022

	education and in conjunction with the home school agreement. <u>Enhancing opportunities for listening.</u> Potential 'Chat club' for students with more oral potential. Lego therapy to be 're-established' post COVID and used as appropriate to the communication needs of the group. Refresher training and training for 'new' staff. Kits need to be sorted out and available for use. School choir to be re-established. Inclusion opportunities sought. Opportunities provided for students to practise their live English and communication skills in real life situations. e.g. visits.	Oct – July 2022	discussions for additional funding for the music provisions at Heathlands- two days funding have been and the music specialist now attends Heathlands twice a week - both for whole group and individual music lessons. Meeting being set-up regarding the loan of instruments with Music of Life, Hertfordshire Music Service and Heathlands School. Hertfordshire Music Service have loaned the school 20 instruments (violins and cellos). In addition, 4 students now have recorders from Music of Life. The use of the school piano will enable piano lessons too. Families are encouraging pupils to learn musical instruments and there was a high interest and support with the uptake of learning an instrument. School choir has been re-established and pupils have been involved in school Christmas trip to St Albans for performance. They have also performed in assembly. 14 pupils were involved in the school choir from September-December. Since January, the school choir have participated in the music concert and performed in other school events. They are due to perform at M festival and the school summer fete.
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		<u>Progress report February 2022</u> <u>Information on pupils and classroom practice:</u> Any hospital reports received by the Audiology assistant are passed to the office to put on Arbor. It is hoped there will ultimately be audiograms for most students. However, this will take time as the hospitals are so behind with appointments. All classes have record sheets for individual pupils, detailing type of hearing aid/cochlear processor. Daily testing and checking of hearing equipment using Ling Sounds is happening throughout the primary department, with staff supporting younger pupils in learning how to take off and put on their hearing aids/processors independently. All classes are using the same Ling sounds and connected objects as Herts peri service as agreed last year for consistency. Increased presence of the Audiology assistant ensuring faults are quickly identified and reported. The Audiology assistant carries out daily checks on hearing aids and cochlears in primary and Epsilon tutor group in Secondary. Secondary pupils are able to see the Audiology assistant twice a week at breaktime if there are any problems, or for batteries. Four new Roger 20 radio aids have been purchased which are ready to be set up for two identified Secondary pupils. A list has been compiled of Secondary pupils who would benefit from radio aids and the Audiology assistant is currently assigning the radio aids available to as many of these pupils as possible. In addition, the relevant hospitals are currently being contacted for their permission to use radio aids. Secondary staff will receive training/refreshers on how to pair radio aid receivers to transmitters and trouble shooting in a forthcoming session to be arranged for early February 2022. Curriculum provision - <u>Music</u>- Strong partnership with Music of Life with all lower school pupils having participated in weekly music lessons. Class teachers have said that pupils are more focused and are able to work together to put on small performances of music. EYFS have been learning to play along to some songs and class teachers often continue this without the specialist music teacher. Other pupils have put on performances as part of the Christmas productions and are often proud of their achievements. Most of the children are using their hearing aids/implants to be able to access the sounds from the instruments and increased opportunities for listening. There have been opportunities where secondary classes have had one off music lessons (when other classes have been on trips) and this has been very successful. The music partnership has also been able to offer a secondary pupil the opportunity to continue their violin lesson with the aim to achieve grade 2. Some of Turtles and Dolphins class have started recorder lessons where they have learnt to take responsibility for an instrument (at home and at school) as well as learning to read music correctly. Discussions with Music of Life and Herts Music service are in progression with the hope that funding will be available for more pupils to learn instruments. A school music concert has been pencilled in the school diary with the hope of showcasing the learning so far this year. Guitar lessons continue on a weekly basis and violin lessons have started for one Upper student. <u>Enhancing opportunities for listening</u> Lego Therapy - The Lego kits have been organised and training has been delivered to Epsilon group in Upper school. This training was filmed	
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	and has been shared with lower school staff digitally, to explore further if it meets the needs of their current cohort. Due to staffing pressures it has not been possible to set up a specific targeted intervention. Heathlands School SALT team are currently liaising with Turtle's classroom staff to set up training and support to implement Lego therapy with these two classes. In response from a request from Sal T team, several students now receive 1-1 or small group weekly sessions with LSA staff to focus on hearing and speaking to support their language development. SALT team are offering continued support in reviewing progress and targets. <u>Curriculum Provision</u> Visual phonics - currently there are plans to create a bank of information and resources about visual phonics for parents to access from the Heathlands website. This will include a video in BSL and spoken/ written English explaining what visual phonics is and how to use this. This will also include individual videos of the different hand cues for the visual phonic sounds/ letters. Currently the script for the video is being created and reviewed. Updated videos of the individual visual phonic hand cues have been created. A curriculum meeting for lower school staff on visual phonics was presented in Jan 22 with positive impact. <u>Curriculum Provision/ Professional Partnerships</u> smiLE therapy introductory training delivered by Heathlands School SALT team to all school teaching staff in September 2021. smiLE therapy groups have been/ are being delivered across lower school and upper school. Where possible, smiLE therapy modules have been delivered alongside classroom staff to support understanding of smiLE therapy: aims, structure and key methods. This has involved classroom staff from Whales class, Dolphins/ Seahorses class, Gamma and Alpha. This will also support generalisation of skills as classroom staff can increase opportunities to practise using communication skills taught in smiLE therapy i.e. in school trips, within school requesting items/ information from different staff members etc. Several parents have attended smiLE therapy parent workshops held on zoom, they have watched before and after videos of their child communicating with a person who does not sign and discussed key communication skills and how and where they will support their child's communication development with people who do not sign. Establishment of Language for Thinking intervention group within Dolphin's class for specific students to develop language reasoning skills. Language for Thinking intervention planned and modelled by Heathlands School SALT team to classroom staff and will be implemented by classroom staff to develop understanding of targeted question levels for students with different language levels. Ongoing review required. VERVE Child Interaction therapy started week beginning 31.01.22 for EYFS staff. One to one video adult child interaction therapy delivered by Heathlands School SALT team. Aims to enhance self-reflection on communication and interaction skills of staff working with Deaf plus students (with needs in addition to their deafness). VERVE therapy has also been delivered to parents of two children within EYFS, plans to start this work with another family in the spring term 2022. <u>Professional Partnerships</u> Heathlands School SALT termly targets shared within LS for non-Herts students within autumn term 2022. Currently targets are being prepared to share for LS students spring 2022. Herts NHS have recruited a new therapist for Sal T due to start after February half term. LRC meeting termly with lead of NHS Sal T to support the partnership.
<u>Progress report</u> <u>June 2022</u>	<u>Information on pupils and classroom practice:</u> Secondary staff received a training/refresher session on how to pair radio aid receivers to transmitters and trouble shooting in the Spring term.

	The four new Roger 20 radio aids have been set up for two identified Secondary pupils. Working from the list of identified students, the Audiology assistant has assigned all available radio aids to as many of these as possible. The relevant hospitals have been contacted for their permission to use radio aids. Response from some is yet to arrive. Some students' devices have been upgraded, therefore the school does not currently have the correct radio aids available to connect to them. Some of the older model radio aids, soon to become obsolete, have been exchanged for the new Roger Xs which are also not suitable for some students. It should be possible for students receiving the new Phonak Marvel hearing aids to have a Roger X set up where required. It appears that whilst some students have now been set up with radio aids, they are not consistently taking their receivers to different lessons. Lower School LSAs received training/refresher sessions during the Spring Term on checking, maintenance and troubleshooting of hearing aids and speech processors. Daily checks on hearing aids and speech processors in primary and Epsilon tutor group in Secondary continue to be made by the Audiology assistant. Regular checks are made in Secondary tutor groups regarding which students have their hearing devices, are wearing them and whether they are working. Communication profiles have now been created and will be reviewed as part of the annual review process. Communication profiles will summarise students' level of deafness, use of audiology equipment, listening gain from audiology equipment, communication modes and proficiency, languages used at home and speech intelligibility rating. Currently the senior leadership team are in liaison with school staff to decide where to store the communication profiles for staff members to easily access. Student's SmiLE therapy outcome measures have been shared with the senior leadership team. Many students made very good progress in developing their independence and confidence to communicate with people who do not sign within the local community. Parents/ carers of students who have completed a smiLE therapy block this year have been contacted to arrange a remote smiLE therapy parent/ carer workshop. Parent/ carer workshops are an opportunity to discuss pupil's independence in communicating independently in their local area and are essential for parents/ carers to continue to practise taught skills for students to remember and generalise these. At workshops, Parents/ carers have watched before and after therapy videos of their child completing a communication task i.e. asking for item from a shop till (pencil sharpener) or ordering a hot drink from a café etc. Parents/ carers have seen progress in their children's communication and confidence skills. By offering workshops remotely on zoom (and not in person), there has been a larger number of attending parents/ carers. SmiLE therapy workshops have also been run with residential staff at Heath House in order to promote generalisation of taught communication skills into after school activities and events. Currently there are arrangements being made for the SALT team to facilitate phased training and support for LS classroom staff to use Lego therapy in the next academic year. Regular listening groups with two students using ABIs (Auditory Brainstem Implants) continue to be delivered by a LSA. The SALT team continue to support the delivery of this group. The SALT team continue to liaise with LS and US classroom staff to provide support and advice on maximising student's speech, language, listening and communication skills. Voice activated apps which are visual and engaging have been added to the LS iPads. LS staff have been made aware of these apps and how they can be used. These apps can be used to encourage students to explore using their voices in different ways, for example for long sounds,
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	short bursts of sounds, quiet sounds, loud sounds or to encourage use of spoken English when reading. Arrangements are being made for the SALT team to demonstrate these apps to LS LSAs during a LSA meeting. The SALT team have created a video (in BSL and English subtitles) to support families understanding of the aims of Speech and Language Therapy and different ways that the Speech and Language Therapy team work. This video is due to be added to the Heathlands School website as a reference point to share with families as and when required.
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Other issues to cover	
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Work Subject: Teaching, Learning and Assessment - Lower School

Priority area for Improvement	Action Plan	Timescale	Success Criteria
To improve children's ability to be independent spellers.	1) Audit and rationalise the spelling lists currently in use – providing a 'flightpath' approach as appropriate for each pupil. 2) Work on developing spelling strategies and creating resources that will support with learning spellings for: - Children - Parents/ carers - Other settings with deaf pupils - Pupils with a range of needs including SEN 3) Continue to develop the use of Visual Phonics as a tool to support pupils with spelling where appropriate. - Staff training - Links to lipreading and listening in the classroom. - Awareness of each child's need with appropriate curriculum match. - Close links to SaLT 4) Specific ongoing focus to develop children's vocabulary. - Use of word aware strategies - Continued classroom focus on vocabulary 5) Embed the use of pupils' word files/ books to support the collection of individual vocabulary lists. To ensure consistency of use across the department and pupils becoming more independent as writers. 6) Specific teaching of dictionary skills.	Sept – Nov 21 Autumn /Spring Ongoing Ongoing From Autumn term Ongoing as appropriate for	All children use an appropriate agreed spelling scheme linked to their individual needs and are developing spelling skills. Appropriate spelling resources to support deaf pupils learning to be available in school and shared more widely e.g. through twilight to parents, Heath House etc. Staff (teachers and LSAs) feel confident in using visual phonics as part of their toolkit and knowing when/where it may be appropriate. More opportunities to link and discuss ongoing targets with SaLT. Teachers to consolidate approaches in order for children to demonstrate increased vocabulary in their written work. Using strategies such as shape coding, word aware, word books in order to support. Individual word files are consistently used. Pupils confident to use appropriate level published dictionaries. Offering differentiated dictionaries.

	individuals/ cohort.	Opportunities across subjects.
Progress report February 2022	Spelling lists were reviewed and discussed with staff Sept 2022 with the following lists agreed and in use depending on pupil needs: The 'FB' spelling list (so called as it was originally from Frank Barnes school) designed as a first spellings list. The National Curriculum spelling list – designed for high attainers, those working around age appropriate levels or pupils who have finished the Frank Barnes list. This may need amending for the individuals using it. The Heathlands High Frequency Words list – designed as flashcards to support early reading development but used as a spelling list by some pupils who need more support to consolidate the spelling of words they are learning to read. Topic related spellings and specific personal vocabulary are also learnt.	
Progress report June 2022	 A video and PowerPoint have been created on strategies to learn spellings to support parents and pupils (See QR code for video). This was shared with all classes and updated guidance has been put on Heathlands website. https://heathlands.herts.sch.uk/wp-content/uploads/2021/11/Helping-your-child-learn-spellings.pdf An UPS teacher who brings experience of developing visual phonics for deaf pupils within a mainstream setting has been appointed as Visual Phonics Lead. She has developed a comprehensive set of resource videos to support the teaching of all the visual phonics sounds. She delivered a curriculum meeting on visual phonics to introduce these to staff Jan 2022 which is a very useful starting point for further developing our use of visual phonics as part of the toolkit. She is also working with the SALT team and will be working with staff moving forward. These replace the visual phonics materials we have had up to now and take them further, beyond the basics. We will continue to work on staff understanding of these and how they can be used as part of the toolkit across school as we go forward. Word files have been set up in classes from KS1 forwards but due to age/stage may not being used a great deal with the youngest classes, with specific vocabulary cards used instead, to support sentence structuring. KS1 pupils have the files organised by shape coding categories and at KS2 pupils are starting to use alphabetical order. The oldest classes are encouraged to move to use published dictionaries. All classes continue to support the development of vocabulary as part of teaching across the curriculum - examples of this can be seen in the displays on the walls of the classroom. Pupils from Year 3 upwards begin to learn more formal dictionary skills both as part of the Literacy curriculum and across the curriculum with appropriate dictionaries available in class for pupil use. Work on knowing alphabetical order was given a boost by the Guinness World Record attempt to fingerspell the alphabet correctly in the fastest time. Work begun at the start of the year has continued to be embedded. Curriculum meetings in the Spring and early summer terms have included work on shape coding for new staff and vocabulary development for the whole staff team. Vocabulary development continues to be the area that impacts significantly on pupils' reading and continues to be something that is a significant part of the teaching and learning- evidence of this can be seen on walls and in pupils books.	

Students from KS1 upwards now have individual word files up and running, which will be added to and built on in subsequent years. In KS1 children are grouping words under the shape coding categories and in KS2 move towards alphabetical order. A visual word bank of alphabetical nouns, verbs and adjectives has been produced by the teacher in Dolphins class and shared for any pupils who would benefit. KS2 continuing to also develop dictionary skills. The Visual Phonics Lead led an after school meeting with the SALT team to go through training. This was in-depth and discussions were had around signs used for syllables and sounds, showing how these would need to change to suit the needs and understanding of the children. This will be continued to further develop Visual Phonics within the school. Training will need to be given to LSA's to support this within the classrooms and 1:1 sessions.			
Priority area for Improvement	Action Plan	Timescale	Success Criteria
To re-establish of departmental expectations and procedures following COVID impact.	Staff training on the Wow procedures – particularly in appendix 3b of the behaviour policy.	Autumn term	All staff and pupils are aware of expectations of behaviour and wow procedures used consistently.
	Regular LSA training re-established.	Ongoing	LSAs have regular times to meet with the head of department or SENCO and each other and address issues as well as develop their own skills.
	Focus on the development of pro-social skills at playtimes - Specific LSA target - Provision of playtime activities - All supervising staff aware of rules and expectations. - Year 6 play leaders - Older secondary pupils as activity leaders.	Autumn/ Spring term	Pupils show increasingly age appropriate positive social skills
	Assembly focus on positive behaviours for learning for pupils broken into small steps. - Respect, motivation, responsibility and attitude.	Autumn ongoing	Pupils and staff use similar language to talk about what learning behaviours look like.
Progress report February 2022	Both teachers and LSAs have been through appendix B of the behaviour policy during meetings and as a result new staff have become familiar with the wow expectations and language used to talk about learning as part of Wow, and longer standing staff have had a reminder. This has meant that all staff are now aware of the positive learning behaviours and wows. The next step is to ensure that all staff (including support staff) are following the wow procedures as appropriate to lower school, including recording sanctions on Arbor where appropriate. A rota with assemblies focused on the areas for learning started with respect. This included practical assemblies such as showing respect by giving greetings or making eye contact through to respect for our environment. However, a significant number of staff absences during the		

	Autumn term, a period in outbreak measures and increased covid regulations linked to the risk assessment at the start of the Spring term meant: - A reduction in assemblies for the whole department meant Wednesday assemblies have not happened for a number of weeks. - Needing to use LSAs to cover in various places meant the need to cancel LSA training in order to ensure the department was safely staffed at all times. From January 27th the plan is to return to Wednesday assemblies continuing to use the themes allocated and LSA meetings resume during Friday assembly times. LSAs have had several training sessions focused on pro-social behaviours, what they are and how to encourage them. They are coming to the point of the review of their half yearly target which specifically looks at encouraging pro-social behaviours. New ELSA role created, an Emotional Literacy intervention. A member of staff has been identified and is currently receiving training. She is speaking with staff in regards to referrals and has started interventions with some children, linked to anger, self-esteem and bereavement. Playtime rules have been clarified for staff but there are some pupils who push the boundaries in terms of expectations with different staff on duty so some reminders have needed to be sent, which indicates that there are still some areas staff aren't sure about. These tend to be where permission has been removed for a period of time (for example pupils playing in the trees.) Three Upper School play/ activity leaders join lower school for lunch and afternoon play every Wednesday lunchtime and this is received very positively by the pupils.
Progress report June 2022	Work begun in the first half of the year continues to be embedded and used. Wow procedures are generally being used, although there are a small number of pupils who have a more individualised approach. Additional training was given, on completing the new Arbor behaviour incident reports, to both teaching staff and LSAs and staff are demonstrating more confidence with these and incidents are being logged. The ELSA (Emotional Literacy Support LSA) is now fully trained and has begun to see a regular case load. Tuesdays are given to specific ELSA days but, having a remit as a classroom LSA as well, her expertise has also been utilised in the classroom and with other pupils who may need it. Several of the other LSAs have also been trained to use some of the Elisa materials linked to very specific interventions addressing problems for different pupils. Playtime rules are now followed more consistently, particularly the understanding of when the pupils can/ can't use the area of the trees. Following an assembly that explained the rules, they now know that the trees can be used when there are a certain number of staff on duty to ensure appropriate supervision and this tree area of the playground is being used in a more pro-social way.. The better summer weather has also had a positive impact. The provision of 'outdoor classroom' type seating has also been positive allowing space for children to sit and chat, as well as those who want to run around. It was noticed at the start of the year that since COVID many pupils, particularly in KS1 are struggling more with social skills and regulating emotions which means staff are needing to give even more time to this area. Staff training has been delivered on developing emotional literacy

	and the lower school (and start of KS3) has adopted the use of the "Little Spot of..." books to provide a systematic framework for helping children broaden their understanding and ability to cope with issues such as worry, anger, anxiety etc while giving them the vocabulary to do so. The next step is to review the PSHCE curriculum in order to ensure that we are covering what is of priority for our pupils. During the spring term the Covid outbreak measures paused some of the LSA training, but this is now back on track with subjects covered including medical protocols for particular students, evaluating impact of their work for both pro-social and learning and shape coding for new staff. There has been a higher than usual turn over of LSAs this year with some excellent colleagues both leaving and joining. The cost of living is having an impact on retaining some good staff. Outbreak measures during a large portion of the Spring term and Upper/ Lower bubbles, meant that the upper school play leaders didn't come for a while and children missed these older role models. Since we went more back to 'normal' some upper pupils have been to support in areas such as reading. Input from upper school pupils, such as an Eco Leader taking an assembly about plastics, has provided strong role models for younger children within the school.
Other issues to cover: Links with the whole school focus on the Total Communication approach (see Whole School Focus SDP) Specific induction and support for new staff joining the department during the year - both teachers and LSAs. Feb: induction checklist has been modified for new staff on Google classroom which means various staff can access to show progression. New teachers in lower have had dedicated time from AT to enable them to settle into new roles. New support staff have had support from a designated colleague to support their induction. June: Due to the cost of living we have had two LSAs who having started with us have recently handed in their notice, before probationary procedures have been completed. These have been good staff and it is an issue that they have not, financially, been able to continue to work with us. The quality and commitment of our support staff is appreciated and makes a significant difference to pupils' learning.	

Subject: EYFS

Priority area for Improvement	Action Plan	Timescale	Success Criteria
To implement the revised EYFS framework (Sept 21)	Review curriculum cycle documents to ensure they are in line with the new framework. Staff training to ensure confidence with the new framework. Review recording formats in the light of revised guidance to ensure pupil progress, particularly for pupils making smaller steps and with limited language, is being appropriately demonstrated.	Autumn – Spring term	The curriculum cycle ties in with the new EYFS framework. Staff are aware of the changes in the framework. Recording formats work effectively for demonstrating pupil progress-including small steps.
Progress report February 2022	Training courses commenced Jan 2022 are underway for new EYFS staff to become aware the 'Revised EYFS Framework (Sept 21)' An existing LSA will become a Nursery teacher in April 2022 following the successful completion of her early years degree. The topic cycles will then be revised in conjunction with her so that she is aware of planning going forwards. Training was given to the new EYFS teacher however, she left at Christmas and the new EYFS teacher has just been appointed. As an ECF teacher she will now be working to further develop her skills and understanding (mentored by the AHT lower school) and is working closely with the existing EYFS lead teacher where needed. Interim reviews (Dec 2021) took into account the revised EYFS Framework statements.		
Progress report June 2022	New Revised EYFS Framework is in place and all staff are fully aware of changes and how they are being implemented ie: the new 'headings' being used in eLearning Journals and new Development Matters statements which were updated for each child. To be refreshed at end of summer term. All in conjunction with new Reception teacher. Each child has a full weekly observation made for eLearning Journal with next steps added and monitored to demonstrate pupil progress. The visiting HIP scrutinised our provision and how we are implementing the reformed framework and identified a considerable amount of outstanding practice. The area she said that needs further development is how learning objects are displayed and made explicit, particularly linked to the child initiated learning. Child friendly visual 'learning objectives' are now being used alongside continuous provision activities. The topic cycles have been updated in line with the new framework. The existing LSA has now successfully completed her Early Years degree and has started full time in the Nursery , gradually increasing her teaching role.		
To ensure the smooth and timely delivery of Reception baselining for	Staff training to enable staff to deliver of the assessment materials. Familiarity with moderation requirements linked to Deaf pupils.	Autumn term	Staff are confident in delivering the new Reception baseline materials.

all Reception pupils within 6 weeks of starting.	Delivery of baseline assessments within 6 weeks of any pupils starting. Use reports generated to establish next steps for pupils. End of Reception profiles completed for all pupils.		Reports generated inform next steps teaching,
Progress report February 2022	All staff training was completed and the baseline assessment delivered. The new EYFS staff in September 22 will also need this training. 'Gaps' in knowledge have been fed into next step targets for Reception age pupils.		
Progress report June 2022	The EYFS Profiles are to be completed in June 2022. The EYFS lead will work with the new Reception teacher and AHT Lower school to moderate this assessment.		
To ensure a smooth handover of EYFS good practice on the retirement of the current Lead teacher.	Curriculum topic cycles up to date and in place Policies reviewed and in place. Recording formats – including electronic learning journals in place and staff team confident in their use. Careful consideration to staff team and training needs in light of changed roles. Possible work shadowing for new incoming staff.	On going For the summer term.	All documentation and procedures in place are clearly documented allowing a smooth transfer for the new EYFS Nursery teacher in Sept
Progress report February 2022	Electronic Learning Journals are being used by all Nursery staff regularly for every pupil. The aim is for one or more 'Story' observations per week per child. The new EYFS classroom staff in September worked alongside the nursery lead to become familiar with the electronic learning journals, however, the class teacher left in January so the new teacher is now becoming familiar with the system. Use of Learning Journals is happening in the Reception Class but the training of the new teacher is ongoing. 'New' EYFS staff now in situ and are becoming familiarised with provision, good practice and being made aware of 'handover' essentials needed. Regular 1:1 meetings are happening for specific transfer of information and daily 'on the job' discussions happen when learning opportunities arise. Some curriculum meeting times after Easter to be dedicated to EYFS curriculum development for the team to work together.		
Progress report	The EYFS 'team' is now established and working coherently and alongside each other well. Good shared practice is continuous and groups mix		

June 2022	daily. The 'Handover' is well under way with planning and delivery being made daily by replacement Nursery teacher (FL). FL was fully involved with the Annual Review report writing and has now a clear understanding of this process. She will be involved with Parent/Teacher meetings that these reports generate in June. FL has been closely involved with parent engagement meetings and planning resources to support their communication and understanding of their child's needs. A documentation and procedure checklist has been created for FL to establish a smooth start in Sept'22. FL is familiarising herself with school policies particularly pertinent to EYFS.
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Other issues to cover	
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Subject: Teaching, Learning and Assessment – Upper School (CLT + JH)

Subject: Teaching, Learning and Assessment – Upper School (CLT + JHT)		Action Plan	Timescale	Success Criteria
Priority area for Improvement				
To continue to drive forward pupil progress through enhancing work ethic and determination to achieve at highest level:	- Promote ethos of PLTS and development of independence in learning with weekly assembly linked to 6 PLTs themes. - Undertake PLTS refresher for new and existing staff. - Promote prompt start to lessons through expectation and monitor success by introducing the recording and analysis of lesson registration using Arbor. - Support and enhance work ethic through planned activity: - Homework club. - Study skills input. - Development of revision strategies - Identify students who would benefit from 'school led' tutoring and procure staff to run the programme. - Further develop and establish link between house points, and reward system including enrichment activities. - Arrange twilight zoom to promote greater parental involvement in learning through use of Arbor / google for homework aiming to improve quality of homework and independent study. - Heath House schedule scrutinised to ensure ample time for homework after activities. Students encouraged and supported to undertake continuous independent study through making revision flash cards. - Pastoral lead involvement in form groups with support from Yr. 12 students - Ensure appropriate AR targets are set by ensuring linkage with information arising from PLTS and EHCP feedback. - Improve LSA /EIO knowledge and understanding of learning objectives and class activity and ensure 'in class' support is most appropriately timetabled to enhance learning. - Provide training and monitoring to ensure whole staff expectations	- Oct 21 – July 22 - Sept 21 / Oct 21 - Sept 21 – July 22 - Oct 21 - Sept 21 – July 22 - Sept 21 – July 22 - Sept 21 – July 22 - Sept 21 – July 22 - Sept 21 – July 22 - Sept 21 – July 22	All teaching staff confident to support students developing specific qualities and skills within the PLTS framework. ✓ Next steps established through termly monitoring and PLTS graphs provided each half term. ✓ Evidence of PLTS progress demonstrated in lessons. ✓ Students are aware of targets and ably supported to achieve them thus becoming more effective learners. Students demonstrate good retrieval of prior learning and can answer questions about 'what', 'why' and 'what next'. ✓ Monitoring will confirm the vast majority of students are able to discuss and apply knowledge PLTS. ✓ Book Scrutiny will evidence PLTS stickers in workbooks with self and teacher evaluation. ✓ CLT monitoring will identify DIRT time is happening regularly across a range of subjects. ✓ Students will show an increased engagement with learning and higher levels of attainment. ✓ Learning walks and book scrutiny will show evidence of pupils making progress following regular teacher marking and feedback. ✓ Students, parents and SLT receive regular feedback regarding progress and can address any issues. ✓	

	are consistently robust in terms of developing literacy across the curriculum, marking and feedback and WoW procedures. - Improve recording and reporting progress to parents by streamlining information to include a grade for minimum target attainment, attendance, progress, effort, behaviour and homework. - Regular scheduled assessment opportunities on calendar.	Sept 21 – July 22	
Progress report February 2022	- Assembly rota set up to focus on PLTS. Staff and students involved in delivering assemblies which has raised awareness of the different strands. - Curriculum meeting (15th September) was a refresher/introduction for new staff. Opportunity for staff to ask questions or meet individually. Book scrutiny in both Nov and Jan show PLTS not being recorded as frequently as suggested. - New stickers have been useful particularly for LA groups and are easier to manage for staff. - All staff now recording attendance in lessons on arbor which has improved procedure for missing students i.e. knowing who was present in prior lesson. - Homework club taking place on Tuesdays and Thursdays, however space is limited to one room. Greater emphasis to be on students being actively supported to complete activities. - Heath House homework completion has improved. Staff are liaising with RSWs and as homework is more regularly recorded in google classroom staff can see what needs to be done. - Covid tutoring funding has enabled tutoring sessions before and after school as well as some sessions during the day for identified students. - Year 12 students have been supporting students in KS3 during reading time to develop their leadership skills. This means that all students are reading 1:1 in some sessions. - A new streamlined School EHCP has been produced which better reflects the target setting needed by LAs. Staff, parents and professionals in the KS4 meetings are all pleased with the new format and it was much easier to see progress against targets. - New EHCP clearly outlines progress and MTGs. The mock results were sent out to parents in prior to the Annual Review meetings so parents were aware of progress. - PLTS form group graphs have been produced for the Autumn Term for staff to use with students when setting their new targets. This allows both students and staff to reflect on their progress. - The LSA timetable has been produced to better match their skills with lessons/groups. However, due to ongoing staff absences the timetable is often changed which affects continuity. - CLT book looks in Nov (KS3) and Jan (KS4) have highlighted good practice and areas for development in student books, marking and literacy development. CLTs discussed next steps with staff in a curriculum meeting. - Mock exams took place in November for groups in KS4. Year 11/12 students will sit their final mock exams straight after Easter. This allows for courses to be completed and teachers to gather more evidence for TAGs should they be required due to COVID related issues in the final exams. Next steps: - Further promote PLTS (Strand weeks) for all students to record activities to show PLTS in books. - Staff to record arrival times when registering students on arbor. - Leadership Team to discuss strategies to ensure students use the homework club effectively. - Arbor homework function to be up and running in all classes so parents and Heath House staff can more easily monitor homework completion. - Further opportunities for KS4/5 students to support the younger students on a rota basis.		

	• New format of EHCPs to be cascaded to KS3 and lower school (with adaptations as necessary) • To ensure target spreadsheet is updated promptly at the start of each term. • Regular half-termly book looks to ensure standards are maintained and feedback is acted on. • Mock exam timetable for Year 11/12 to be completed (suspended timetable) and staff to ensure tracking is updated. • Leadership Team and Team Leaders completed PM related observations on all staff in Spring Term. • CLTs carried out a book look on individual students in KS3 to ensure consistent standards across all subjects. Standards in most areas had improved and it was clear feedback had been taken on board from last time. Feedback was given to all staff individually and in the staff meeting. • The increased level of book looks mean that CLTs have a much better idea of what is happening in their subject areas as well as across the curriculum. It also means that any issues are picked up quickly and rectified. • Leadership Team discussed plans for year 11s in the Summer Term in advance and communicated key dates and information with parents and students. Staff and students were more aware of deadlines and expectations. • Mock exam timetable sent out prior to the half term (for after Easter) so parents and students could prepare. Students and staff were able to experience taking exams in exam conditions and feedback given to the exams officer if practice needed to be adapted. Students are better prepared for the real exams and follow the correct procedure. • Assemblies continue to focus on PLTS strands to reinforce the importance of these in a range of different scenarios to give students ideas in how to improve in each area. • New PLTS stickers have been observed in some subject books, but these are not being used consistently. Setting homework on Arbor was trialled, however, it proved to be unwieldy for both staff and students and has not been a success. Students are not using their school email addresses regularly and so are not picking up notifications. • All staff are recording attendance on Arbor, including lateness. Students' punctuality has improved so lessons are able to start on time. • A range of students in KS3/4 have been supporting reading in Lower School which improves their self-confidence. • The new EHCP format has been used in both KS3 and Lower School and is much easier to read for parents and local authorities. • CLTs have reminded form tutors and English teachers to update the target spreadsheet at the start of each term. With the decline in use of planners, it has been difficult for students to take ownership of these.
Progress report June 2022	Next steps: • New lesson observation sheet to be created to make priority areas clear for monitoring purposes. • A final book look with all staff involved to share good practice • Planners to be reintroduced in the Autumn to ensure students are able to record their own homework and parents can monitor. • CLTs to have training on running Arbor reports to collect data on PLTS. • Strand weeks to be trialled in the Summer Term to see the impact. • Leadership Team discussed issues with homework (completion and quality) as well as how we can improve homework club. We have a range of strategies moving forward as priorities for next year.

To maximise opportunity for achieving full potential through further enhancing the curriculum offer in range and form of assessment	- Half termly curriculum meetings on curriculum development to focus on intent, implementation and impact, ensuring the website accurately reflects curriculum content. - Provide opportunities for visits to other classrooms and peer mentoring to enhance 'teacher conversation' in terms of curriculum content (design, structure, sequence and implementation). - Develop KS3 curriculum plans (especially for those doing a 3 years KS4 program) to ensure KS3 skills are fully developed while introducing GCSE core skills. - Provide opportunities for staff to develop 'new' curriculum areas: - o GCSE Media course - o AS level Art - o GCSE RE - o KS3 French - o GCSE Drama - o CAPPS development & tracker - Staff training to focus on planning and assessment of new courses. - More robust link between the student flight paths and the tracker (link to P. Jordan's TLR work on evidence-based flight path).	Sept 21 – July 22 Nov 21 – July 22 Sept 21 Sept 21 – July 22	Staff are confident to deliver a range of qualification levels to meet student needs ✓ Staff are confident to articulate 'what' and 'why' aspects of their curriculum planning. ✓ All students work towards achieving appropriate challenging qualifications. ✓ Staff and students are aware of next steps in all subjects and can articulate this at an appropriate level. ✓ Plans and resources are set up for new courses ✓ Pupils have appropriate curriculum / pathways to accreditation. ✓ Tracker is a useful tool for teachers, CLTs and SLT to monitor progress and to set targets. ✓
	Curriculum plans to be scrutinised to ensure skills and knowledge progression is clearly evident.	Spring 22	
	Provide opportunities through smaller curriculum group meetings to share examples of best subject practice.	Sept 21 – July 22	
	Ensure opportunities to develop 'cultural capital' are embedded in curriculum planning.	Sept 21 – July 22	
	Epsilon (and other suitable groups/students) to follow a topic based approach with support from SENCO and link the work to achieve unit award qualifications for KS4 students.	Sept 21 – July 22	
Progress report February 2022 <u>22nd Sept 2021 - Curriculum Meeting</u> <u>Focus - intent</u> • Staff reviewed the curriculum for their teaching groups to ensure that we have clarity of intent. To ensure we supported staff to understand the progression in learning, we shared a good example of a curriculum map where planning supported knowledge, skills and vocabulary progression. • Staff were asked to review the topics to ensure they were structured in a way that enabled the development of subject skills and to apply knowledge. By doing this, staff were able to explain with confidence 'what' and 'why' aspects of their curriculum planning. • Staff completed curriculum maps for their subject areas which are now available on the staff drive.			

	- Medium Term Plans were reviewed to ensure skills and knowledge progression is evident. Staff were made aware of the new criteria to allow for consistency. <u>19th Jan 2022 - Curriculum meeting</u> <u>Focus – Implementation</u> - CLT delivered a presentation about how important it was for our curriculum to be implemented with our intentions as the drivers behind our actions. Staff in groups reflected on the curriculum implementation and shared the activities they did in implementing the curriculum. There was also a discussion about what evidence showed how our curriculum was being implemented effectively. - Tracker 'Intent, Implementation and Impact' is being by the CLTs to give us an overview of the strengths and weaknesses of our curriculum design. If the tracker is suitable, CLT and subject teachers will be asked to complete the sections relating to their subject area. The way forward is to use the next steps from the tracker to improve the curriculum provision. - The development of 'cultural capital' is through the strategic implementation of enrichment opportunities as outlined in the Cultural Capital document on the school website. <u>Epsilon Class</u> Students are following a topic based approach with planning support from the SENCOs. They are using the CAPPS tracker to baseline and assess progress. <u>Next steps:</u> - To moderate samples of MTPs to ensure they are reflective of the curriculum maps. - To scrutinise the implementation activities to ensure they fully support the implementation of the new curriculum intent. - To roll out the use of tracker with subject teachers to monitor curriculum progress development.
Progress report June 2022	<u>4th May 2022 curriculum meeting</u> <u>Focus – implementation</u> - Revisited the evidence for implementation staff shared in the last curriculum meeting. - CLT delivered a presentation on why it was important we understand what 'implementation' means from OFSTED perspective. - OFSTED definition was shared which helped us to think more about the steps we need to take to ensure we are offering a broad and balanced curriculum. - Some aspects of implementation were discussed as it was important to relate this to teaching and learning: our classroom practices. - Three key questions were identified for staff to consider: - How do teachers check learners' understanding effectively – identifying and correcting misunderstanding? - How do teachers ensure that learners embed key concepts in their long-term memory? - How do teachers ensure that learners can apply key concepts effectively? - Discussed why it was important to look at Heathlands School from the learners' perspective, this means tuning in to their experiences and views to enable us to understand more. - In subject groups, staff discussed the questions and made notes. - Notes covered activities and ideas staff do in the classroom to address the key questions. There were some good examples of deaf pedagogy that support the development of literacy, concept building and communication. - The session enabled staff to get together to focus on identifying, sharing and spreading the best teaching practice across the curriculum so that we continue to raise the standards for our learners and further drive school improvement. - A summary of implementation activities at classroom level was emailed out to staff to disseminate good practice.

	There is a monitoring and evaluation schedule of activities carried out by the LT. Staff feedback in curriculum meetings is cross referenced with a wider evidence base that includes progress on SDP objectives, scrutiny of planning, pupils' outcomes in books (book look), lesson observations and learning walks. Evidence gathered indicates that curriculum implementation: quality of teaching and learning has shown to have outstanding strengths because: • Improvements in Literacy indicate that the CLT literacy support (CDP) has had an impact on the teaching of literacy; • The quality of feedback, verbal and written, to pupils by teachers has continues to develop as a result of the Marking and Feedback policy and CLT support; • Book looks show that the level of feedback through marking is evident as a result of regularly CLT monitoring, support and feedback; • The pace and depth of teaching has improved as a result of how the subject curriculum is sequenced; • The quality of teaching has improved as a result of better planning and curriculum design; • Regular curriculum meetings throughout the year have supported staff in developing their understanding of the three Is: intent, implementation and impact. • Learning walks indicate that overall pupils are better engaged in learning; they understand what they were learning and why. • Staff discussions on how to implement differentiation have improved teachers' knowledge of how to remove barriers to learning to enable pupils' learning are being met; • In the best lessons, staff have high expectations for pupils' learning and the teaching is well structured and engaging, is planned to support pupil progress, is differentiated, supports and promotes the development of literacy, PLTS, includes communication that is clear and purposeful, meets the pupils learning needs. • In lessons that need improving, although pupils, may be engaged in the lesson, there is scope for consistent use of vocabulary book, shape coding, PLTS and for more planning for differentiation to support pupil progress. • There also needs to be more regular and consistent marking and verbal feedback that systematically identifies where the pupils have improved in the form of two stars and a wish and DIRT. • Staff could do more to ensure the following questions are embedded in their teaching practices: ➤ Do teachers ensure that any misconceptions and gaps are addressed? ➤ Do they use assessment information (summative data) to inform their planning and teaching? ➤ How do teachers ensure students are being sufficiently challenged to achieve their full potential? <u>Next steps</u> In the next curriculum meeting we will be discussing the impact of the curriculum by considering: • How does data analysis support the evaluation of pupil progress and outcomes? • Does curriculum experienced by our pupils reflect our intent? How do we use know? • How do we evaluate the effectiveness of our curriculum and what do we do with the findings? • To review and improve our assessment practice. • To review our curriculum intent to make it more measurable.		
To raise the standards of literacy by developing students' knowledge and	- Continue to enhance student knowledge, understanding and appropriate response to 'Command words' in examinations format. - Further develop and share effective approaches/ strategies to enhance students' understanding and response to command verbs and question vocabulary.	Sept 21 – July 22 Sept 21 – July 22	Students will use wordbooks independently to improve vocabulary. ✓ Students can confidently use key words consistently in their work. ✓

[illegible]

	KS3 and 4 book look highlighted some uses of word aware approaches such as key vocabulary lists. Learning walks also shown evidence of good practice where staff are consistently implementing vocabulary development. For new staff members, word aware sessions are given and resources are shared for references. Learning walks flagged the need for more evidence of word books being used in lessons, and displays in classrooms need to show a focus on vocabulary development. For example, a word wall for each reading groups. Action points were raised in staff meeting. Writing assessments were set at the beginning of the term in order to assess students' literacy and to inform new writing targets. The writing targets were also shared with students and reviewed at the end of the term. New writing targets were set in the early Spring term following results from the second writing assessments. Battle of Books competitions commenced in the autumn term and one team advanced to the Nationals which will take place in America during the spring term. First News resources used in some reading groups to promote reading interests. Poetry by Heart competition introduced for all KS3 and 4 groups. Next steps: • Provide opportunities for staff to share strategies to develop key vocabulary including word commands (e.g. curriculum meeting focusing on sharing good practices). • Ensure each year group focus on different colours (command words) to enable consistent build-up of command vocabulary throughout KS3 (check/ discuss with staff the command verbs list for each group) • During learning walks, ensure there is a consistent approach to command words in lessons. • Check if displays (for all subjects) include command words for students to refer to.
Progress report June 2022	Writing targets set for final term. During CPD meeting focusing on implementation of the curriculum, word aware was listed by teachers as one of the approaches they use to ensure key concepts are understood, embedded and applied effectively. Heathlands team went to Battle of the Books (with one student joining remotely). Assemblies before and after to involve and inspire other students, with form groups able to follow the team's progress during the week. Book look across the curriculum included literacy focus – most books seen had evidence of literacy standards being appropriate for the student, although feedback included a reminder to refer to Word Aware training in relation to choosing Goldilocks words. Feedback given to staff in CPD Wednesday meeting. Cross-curricular writing samples collected to be put on the school website. Evidence of curriculum implementation book looks, learning walks and PM lesson observations collated by DR - improvements in literacy indicate that the CLT literacy support (CDP) has had an impact on the teaching of literacy.

	Next steps: - Follow up check of classroom displays (command verbs and key vocabulary). - Further book look (including looking at consistent use of word books and shape coding) – more books needed as only a small sample available in March book look. - Accelerated reader training for all from tutors and support staff scheduled (30th June). - Word Aware/Shape Coding training scheduled for new staff (June 22nd). Teachers will offered the option to attend as a refresher or to share good practice e.g. examples of how they introduce new vocabulary. - CLTs to check Medium Term Plans include references to cross-curricular literacy. - CLT to revisit cross-curricular literacy plans with subject teachers.	
To continue to ensure students are fully prepared for life after Heathlands (NJ lead)	- Develop links with RAD to provide bespoke Careers Guidance to all Year 11s. - Provide a range of workshops linked to transition and work skills (RAD) - Update the database of Deaf employees/employers and use to match to students' need for information, visits or work experience - Complete survey 'What do I want to be?' with all students from Reception to Year 12. - Set up a careers visits/talks programme to match student needs. - Complete leavers' survey for 2019-21 leavers. - Analyse leavers' survey to ensure staff information on destinations is up to date. - Encourage parental involvement in setting up work experience placements in the student's local area - Liaise with EA (Enterprise Advisor) to set up a rolling programme of careers events and workshops. - Work with HyH to deliver workshops on independent living and accessing support if necessary.	Autumn 21 Sept 21 – July 22 Autumn 21 Sept 21 Sept 21 – July 22 Autumn 21 Autumn 21 Sept 21 – July 22 Autumn 21 Students are able to get independent advice about next steps from a Deaf Careers Advisor. ✓ Students feel confident about their choices for transition and are successful in their next placement. ✓ Careers Programme is set up to meet the needs of individual students. ✓ Staff knowledge of local and national post-16 provision for our students is enhanced. ✓ Students are able to travel independently to work placement with the potential of longer term work if successful. ✓ Students have access to a wide range of career pathways to make informed choices about their futures. ✓
Progress report February 2022	Progress - RAD had 1:1 interviews with all year 11 students in October. Students were able to express themselves in their first language. Form tutors commented on the clear reports provided. - A large number of deaf employees/employers contacted and the school database updated with responses. This has widened our range of contacts to match the interests of different cohorts. - Transition plans for all Year 11s/12s set up for form tutors and CLT to refer to in order to better target support. - A number of stand alone presentations and workshops have taken place this year to give students information about transition and for independent living (e.g. Smart energy, Herts Young Homeless, University options) 'What do I want to be' survey completed in September for all primary and secondary students to guide planning of visits. - Parents help requested to set up work experience placements. Only one parent currently has sorted their child's placement. The list of requests was sent out to staff too with a number of leads to follow up.	

- Discussions with NDCS about what support they can provide for students before leaving – to be part of the Year 11 programme for Summer Term.

Next Steps

- RAD advisor to return following the Annual Review meetings to focus on students who are undecided or need support with transition.
- Set up student database linked to Compass (careers system) to map provision for individual students and groups.
- Discuss with EA and Year 11 form tutors next steps for students without placements.
- Finalise details of Year 11 programme with NDCS prior to leaving.

Progress report June 2022

- Form tutors have been very proactive in contacting parents and ensuring steps have been taken in good time to ensure students have their transition plans in place.
- Form tutors have been involved in organising visits or zoom meetings with college SENCOs to ensure a smooth transition.
- Work experience placements for all students have been set up with a few awaiting confirmation. Unfortunately some students have not found something linked to their first choice due to H&S issues or a lack of availability in their own areas. 12 students have secured a placement in their local area which allows them to travel independently and to potentially acquire a more permanent position.
- Careers Lead visited Bedford College with one student to assess whether it could match his needs and also to look at the wider provision for our students in the local area.
- Careers Lead attended a workshop on Compass+ and the school is currently in the process of moving over to this system which will log all events and mean we can monitor individual progress as well as the school's adherence to Gatsby Benchmarks.
- Unfortunately, due to her other work commitments, our EA has stepped down from this role. The Enterprise Co-ordinator is looking for a replacement and the Careers Lead will also make contact with possible options on our careers database.
- NDCS set up a mock interview workshop for one group of year 11 students. This included the students completing an application form in response to a job description which supported the work they were doing in English Functional Skills. The students enjoyed the day and gained lots of useful skills in preparation for future interviews.
- RAD discussed their intention to support with 1:1 interviews and complete the PfA documents.
- CEC report noticed a number of drops in Gatsby Benchmark Scores, but noted that some of this is related to COVID related issues. The number of visits/trips has declined, but is starting to increase again.

	Benchmark 1 score	Benchmark 2 score	Benchmark 3 score	Benchmark 4 score	Benchmark 5 score	Benchmark 6 score	Benchmark 7 score	Benchmark 8 score
Spring 2020	94	100	81	100	100	100	100	100
Summer 2021	100	100	81	100	100	75	75	100
Autumn 2021	88	100	72	100	100	100	62	50
Autumn 2021	94	100	81	100	100	75	75	100
Spring 2022	88	40	72	100	100	100	50	50

Next Steps

- Confirm dates for RAD interviews and group meeting for year 9/10 groups.
- Work together with the new EA once appointed
- Ensure all information is correctly transferred to the new Compass + database.

	- Careers Assistant to be appointed to support the development of Careers Education. - Careers Lead/Assistant to visit different provisions (eg Blanche Neville) to increase knowledge of possible post 16 placements.		
To create an evidence-based Flight path to predict progress of individual students.	Survey Upper School staff regarding positive and negative aspects of current tracking system. This will include a mixture of open and closed questions to elicit responses. Arrange networking meetings with other schools – both deaf and mainstream schools to find out what systems are being used. Key questions will be asked such as – How do they track progress and predict future progress from Year 7? Can expected progress be predicted from KS2 data? Investigate whether the Heathlands Tracker can be adjusted to show expected progress for each student. Evaluate whether evidence from assessments (for individual subjects) can be incorporated into the Heathlands Tracker. Liaise with Curriculum Leaders to introduce Yearly objectives to Heathlands Tracker, instead of Key Stage blocks of objectives. This would enable progress to be monitored at Yearly stages and to predict future progress. Provide training for staff to use the tracker confidently.	Autumn 21 Autumn 21 Spring 22 Spring 22 Summer 22 Summer 22	Subject trackers are reviewed and developed by staff. ✓ Staff knowledge and understanding of tracking procedures are enhanced. ✓ Information about student progress can be made available to parents and carers and to inform future planning. (not achieved yet) Staff are confident about using the tracker to inform progress in pupils' learning. ✓ Rates of progress will be demonstrated more accurately for students. (Not yet achieved).
Progress report February 2022	Science tracker updated with yearly objectives, ahead of schedule. Update of trackers took up a lot of admin time on the lead teacher therefore survey has been postponed to Spring term. It works out best as teachers will have used the trackers for a term. CAPPS trackers set up for individual students in Epsilon class. Networking meetings being arranged for Spring term. Training given to new staff to use the trackers.		
Progress report June 2022	Survey due at end of June, to reflect on the use of trackers. Information gathered from different schools on their assessment procedures. As at 8th June 2022, waiting for Curriculum leaders to agree on date of meeting to discuss the Heathland Tracker. Email discussion in May 2022, regarding trying to identify a suitable date. Training given to staff to refresh knowledge on the use of the Trackers and to assess whether students are making expected progress. Next Steps ➤ Curriculum meeting and curriculum time to establish yearly objectives for tracker ➤ To consider other assessment materials to determine flight path (CAT analysis) ➤ Establish a system to report to parents to show progress of students.		

Subject: Personal Development, Behaviour and Welfare

Priority area for Improvement	Action Plan	Timescale	Success Criteria
To develop the leadership opportunities for students as part of their preparation for adulthood.	A: Continue to develop the student leaders' ability in planning, leading and evaluating focus groups activities. The new Student Leadership Lead to liaise with the old Student Leadership Lead in the programme context. To encourage students to participate in focus groups. To ensure all activities are approved by the Co-heads before starting. To plan, monitor and evaluate all the activities planned. To support and receive termly teacher feedback on the development of leadership skills in relation to leading focus groups. To share focus group progress in termly meetings with SLT. B: Continue to develop the leadership programme. Review the focus groups structure to develop it further. To place a greater focus on planning, leading and evaluating activities as part of developing leadership skills. To ensure student leaders have a greater presence in school by being responsible for specific tasks following their leadership training sessions. To continue the improvement of the Peer Mentoring training in the leadership programme in the Peer Champion and Health & Wellbeing group.	Termly and through the year Dec 2021 Feb 2022 Half termly and through the year Throughout the year	The new Student Leadership Lead to review with the old Student Leadership Lead on the programme throughout the year. ✓ A variety of activities will be implemented by the student leaders through feedback from the focus group members to enhance students' understanding, impact, responsibility and unity in the school. ✓ Student leaders will develop the skills of planning, leading and evaluating activities as part of their leadership training. ✓ Older student leaders will further develop their leadership skills by having a greater involvement in the delivery of the leadership programme. ✓ Through the leadership training, students will become independent, confident and demonstrate positive leadership behaviour. ✓ Student leaders will receive training and support to develop their leadership skills. ✓ They will be encouraged to collect a portfolio of evidence for the award of the ASDAN leadership qualification.

	To encourage students to work towards collecting a portfolio of evidence for achieving the ASDAN short leadership course. C: Increase school connection and whole school culture through developing house groups, Lower School and the St. Albans community. Student leaders to plan and lead inter-house competition activities to take place once every half term. To get students to become role models for Lower School students by leading activities or teaching new things. To get students to do Deaf Awareness programme with other schools like Marlborough School and if other opportunities should arise.		Students will have the opportunity to participate in inter-house competitions to increase their esteem, confidence and teamwork. ✓ Students to have opportunity to deliver deaf awareness programmes in at least one school in the St. Albans community. Students to lead activities/ teaching opportunities for Lower School classes. ✓
Progress Report February 2022	A: Continue to develop the student leaders' ability in planning, leading and evaluating focus groups activities. - Only 16 students applied this year compared to previous years; many Year 9/10 students were reluctant to apply even with lots of encouragement as they were identified in their targets in their Annual Reviews to participate in the Student Leadership programme. Students were allocated to their preference focus groups as much as possible, and all were happy with their allocated groups. The focus groups have been adjusted to add one more group to give more applicants a chance to participate. The groups were led by teaching staff, Community & Sport, Pupil Voice, Diversity & Equality, Student Council, ECO and Peer Champion and Health & Wellbeing. The activities the focus groups led were: <u>School Council:</u> - The student leaders initially planned to set up the School Council when they were allocated, but the meeting was cancelled and they now need to set up one. - They had a fundraising Christmas Jumper Day which raised £140 and the student leaders gained poster design skills. - They proposed to do a Christmas Quiz for all form groups to do but it wasn't done as one student leader was absent so the other student leader couldn't proceed. <u>Peer Champion and Health & Wellbeing:</u> - The student leaders worked really well together in this focus group as they were reliable and organised. They communicated well the planning and took turns to led weekly games for Lower School classes which show they have built relationships across the school. There was feedback from Lower School duty staff that they have done a great job.		

- The student leaders planned and delivered assembly on Black History Month which went well although they needed some support with initial ideas and some reminding to meet deadlines.
- They are organising the assemblies for Upper School and Lower School for the Feel Good Week on 7th February on Body Positivity which includes an art/photography competition on positive portrait photography.

Community & Sport:

- Student leaders led dodgeball activities in PE and they worked well in their planning skills and improved their teamwork skills with strong communication.
- They are planning to do a sports quiz and sports competitions in the spring.

Pupil Voice:

- Students did a survey questionnaire on students' wellbeing and learning at Heathlands which they presented at Upper School assembly and the findings were interesting as students rated highly in most areas apart from three areas; only 60% of respondents feel they are learning well, 58% of respondents feel they are included by others and only 58% of respondents are happy in Heathlands. The Pupil Voice student leaders are currently doing another survey to focus on these areas to find reasoning for those so that Heathlands can find solutions to improve on this. The findings will be presented at an Upper School assembly.
- The student leaders were reliable at attending meetings and sharing suggestions, showing good analytical thinking skills.

Diversity & Equality:

- Not much progress has been done in this dual student focus group as one student leader was on an extended absence and upon his return to Heathlands they had just made a start on planning on doing a survey on communication access around Heathlands.

ECO:

- The student leaders planted two trees for the Queens Canopy, led Delta/Beta in a presentation and planting. The student leaders showed great confidence in their presenting, but they need motivation to plan activities themselves without staff prompting. They need to gain organisation skills more independently.
- They plan to organise the design and the construction of animal boxes and set up a gardening club for the whole school.

B: Continue to develop the leadership programme.

- There were a few changes in the allocated focus groups as one student had to be removed due to behaviour consequence
- The student leaders outlined their focus group plans for the year in assembly in October. Training was provided on 2nd and 16th November for the student leaders to understand teamwork and leadership qualities and the feedback was rated highly with some wishing they had more time to do the team activities.
- Another student left the School Council because of lack of focus due to her personal circumstances; so it was agreed that the Student Council be merged with Pupil Voice focus group to strengthen the Student Council group as they have similar ideologies.
- It became clear that there were self –motivation and working on their own initiative issues amongst some student leaders which the led teaching staff expressing concern about; this will be the main focus on the next training session on 22nd February with more teamwork activities which role play on motivation.

	C: Increase school connection and whole school culture through developing house groups, Lower School and the St. Albans community. • There have been some examples of working with Lower School with the Peer Champion students having weekly interaction through games; so there are strong examples of strong role models for the Lower School students. • The Community & Sports group and the ECO group have been involving other students across Upper School in their activities to build relationships across different age groups. • The Community & Sports group will do a fundraising activity for the Herts Young Homeless as a way to have awareness and contribute to the local community.
Progress Report June 2022	A: Continue to develop the student leaders' ability in planning, leading and evaluating focus groups activities. <u>School Council:</u> • The School Council had several positive meetings since February, the student leaders need continuous encouragement in leading meetings independently. The leading staff suggested that we choose strong leaders for the School Council and chose representatives in the June/ July so that planning can start earlier in September. • They are planning a sleepover activity on 14th July during the week of summer festivities, which the majority of representatives voted for. They also plan to sell ice-cream/lolly to raise funds for a charity during this week. <u>Peer Champion and Health & Wellbeing:</u> • The student leaders continue to work well together in this focus group as they are reliable and organised. They continue to take turns to lead weekly games for Lower School classes which show they have built relationships across the school. • The Just Talk Week on 7th February on Body Positivity went well as there were judges for their competition from outside deaf organisations like Sign Health. • The student leaders have been involved in the Restorative Justice meetings which are a new initiative when dealing with low level behaviour issues, which is going well. • The student leaders planned and led Anti-Bullying week. They led assemblies for both Upper and Lower school, organised "Odd Sock Day" to celebrate differences and led a Dodge Ball competition at lunchtime to get peers of different ages and abilities interacting. <u>Community & Sport:</u> • The Student Leaders lead activities well with great independence. • The Student Leaders organised the Year 11 and Year 12 Leavers football match and dodgeball match versus the staff which created great atmosphere on 27th May. • The Student Leaders will be involved in the planning of the School Sports Day on 20th July.

Pupil Voice:

- The Student Leaders have done another survey, focusing on areas with low scores from the previous survey to find reasons and to find solutions to improve. The findings were presented at an Upper School assembly and shared with the Pastoral Lead and the co-heads.
- The Student Leaders were proactive in being involved in the surveys and gained more confidence in presenting.
- The Student Leaders have independently written a letter to the co-heads requesting to be involved in the staff recruitment interview panel at Heathlands to have some participation in the hiring of staff which the heads have agreed to.

Diversity & Equality:

- After discussion with the co-heads it was sadly decided to cease this focus group and move the remaining student to the Pupil Voice team after completing the Heathlands Communication survey, as one student voluntarily suggested he be removed due to his negative behaviour, leaving only one student left.

ECO:

- The Student Leaders have improved their motivation to plan activities without staff prompting.
- They did a Heathlands Plastic Count & SusFest assembly and did a tally survey for both Lower and Upper School but only feedback was obtained by the Lower School, and none was given back by Upper School. They are currently analysing data on this and will present the findings at an assembly.

B: Continue to develop the leadership programme.

- It became clear that there are still self –motivation and independence areas to work on amongst some Student Leaders, which leading staff expressed concern about. This has been discussed and reflected on at the training session on 22nd February. The future planning will have students with low levels of self-motivation to be put bigger teams to benefit from teamwork encouragement and others to influence those students to be more proactive.
- There were three Student Leadership training sessions with the last one planned on skills reflection for end of June- the students gave very positive evaluations and found the training time useful.

Focus Group Activities

There was a big decrease in the disruption of the programme due to COVID and the crossing of Lower and Upper school bubbles which stopped at Christmas. Most of the focus groups worked well apart from the lack of motivation within the Diversity & Equality group and the Student Council. It is recommended that future groups should have a minimum of three student leaders to prepare for eventualities of students leaving for reasons which include personal issues, and non-ideal behaviour which makes them unsuitable role models. This year there were six focus groups; this should be reduced to 4 or 5 groups so that there would be two staff maintaining each group to lessen the burden.

Staff Feedback

There were one on one and group meetings with the staff being involved in leading each focus group; the general perception is that some students need to be encouraged to do tasks that they had chosen to plan for, whereas other students are well organised and motivated. The demotivated students have said they wanted to stay on the programme and have showed understanding of the importance of the programme in giving them lifelong skills. The trainings provided to the student leaders were focused on the importance of motivation, proactivity and skills. Another weakness is lack of communication which students reflected on and realised that this is needed to make effective teamwork.

The staff who led their focus groups were asked to complete a questionnaire on the measurements of improvement using a NOFAN four point scale for each student. They gave a baseline in September and gave an updated measurement in June. The table below gives the summary of each category. The average for each student at the start of the year was 2.35 which is a significant improvement from last year's beginning of the year group average of 2.0. This must be due to some Student Leaders having some prior experience of the programme. The end of year average last year was 2.6 so this year there is an improvement as the mean scoring is 2.83. Last year's difference was 0.06 and this year's difference is a bigger score of .47, but every student apart from one had improved in every area.

LEADERSHIP SKILLS	SEPTEMBER 2021	JUNE 2022
Important leadership and managerial skills – good role model, giving support, respectful, good attitude and motivation	2.4	2.75
Communication Skills in presenting, use and language and listening	2.5	3
Co-operation skills with others	2.5	3
Innovative Skills	2	2.6
Total average	2.35	2.83

Student Feedback

Student feedback is collected at the end of the training sessions. Most of the students rated the trainings as outstanding. The main suggested improvement was to have more time to do role play activities. At the end of the February session, students were asked with a show of hands if they feel motivated enough for Student Leadership and all put up their hands except one who said tiredness made her feel demotivated at times; but she acknowledged that she needs to manage her time better. Student self-assessment evaluations will be done in June/July.

Feedback on the leadership performance is provided by their focus group staff in charge of these groups. The main observations were:

- Lack of motivation and planning by some student leaders.
- Growth and strengthening of skills in some students.
- Improved communication skills in some students.
- Lack of meeting attendances for planning activities for some students.
- There were some student leaders who were good role models motivating the younger students.
- More confidence seen in students in delivering assembly presentations or over Zoom in registration times.

C: Increase school connection and whole school culture through developing house groups, Lower School and the St. Albans community.

- There have been some examples of working with Lower School with the Peer Champion students having weekly interaction through games; so there are strong examples of strong role models for the Lower School students.
- The Community & Sports group and the ECO group have been involving other students across Upper School and staff in their activities to build relationships across different age groups.
- There was involvement with the wider Deaf Community in having judges from Sign Health for the Just Talk week.
- The ASDAN programme wasn't used this year as there were delays and issues in setting up for students this year, but will be resumed next year.

Next Steps

- There were concerns amongst the leading staff that since there was five focus groups; it was noticeable this year that there was less team support within the smaller focus groups which is Eco and Diversity & Equality. The teacher leading the programme will aim to enlarge the groups to have a minimum of three Student Leaders in each focus group and have a maximum of four focus groups.
- The Programme Leader will set up the ASDAN programme in July ready for implementation since the teacher is the new leader of the Student Leadership programme having taken over in September 2021.
- Present an assembly with the current Student Leaders in July or September explaining the importance and benefits of the programme to encourage more applicants from the younger KS4 students, as they would be good role models for the KS3 applicants. Because there were fewer applicants this year from this age group despite the Programme Leader having several discussions with them. The main reason for not applying they admitted is they would miss their free social time at break times and lunchtimes.
- To allocate two members of staff to lead each focus group to lessen the burden of prompting or reminding students of their responsibilities.
- To encourage at least two focus groups to do an activity that involves the Deaf community or St. Alban's community as the Programme Leader will research some ideas to get the ball rolling.
- The Programme Leader will complete a training session with the Student Leaders on 28th June for students to evaluate their skills and use this data next year for comparison and to identify key areas to include in next year's training sessions.

To continue to rebuild standards of excellence in behaviour following Covid disruptions	Re-establish consistency in uniform standards Reinforce positive routines in form times Embed and remind staff and students of the Personal Learning Thinking Skills linked to house points. To promote and recognise prosocial behaviours Support development of pupils respect for support staff in the same way that they respect teaching staff	Sep 21 Through the year Through the year Through the year Termly	The uniform policy will be reviewed and updated and communicated to parents in readiness for September ✓ A visual display to clarify the meaning of the uniform policy will be created in the hall. ✓ Spare uniform will be restocked and reorganised. Google sheets document developed to log and communicate to staff where students are borrowing uniform items. ✓ Form tutors will have a curriculum meeting on the proactive form tutor role. US teachers will have a curriculum meeting on behaviour and bullying incident analysis each term to understand the impact of following consistent behaviour and wellbeing routines. ✓ Pastoral lead now doesn't have own form group so will be more available to support tutors with any pastoral issues during form time. ✓ The "equipment league" will be continued to promote excellent organisation skills. ✓ PLTS will be revisited in assemblies. Y11/12 students will work with Pastoral Lead to create a video resource in BSL on independent study skills. ✓ Reminder emails for Assembly Certificates to be sent out each week with emphasis on recognising prosocial behaviours. Staff will be reminded to focus on positive recognition each week. Weekly house point charts will be now sent to all US staff which will again serve as a reminder to keep rewarding and recognising pro social behaviours. ✓ Support staff will receive training on promoting prosocial behaviours and managing behaviour. The wording in the WOW Behaviour policy will be amended to reflect equality amongst staff in spite of roles. ✓
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	To promote understanding of link between achieving future dreams and aspirations and behaviour and achievement in school		Toy Like me deaf professional display to inspire all pupils to have dreams, goals and aspirations for the future. ✓ Pupils to be taught as part of careers work what a reference is and how school records form part of this.
To continue to develop a whole school approach to fostering positive mental health and wellbeing:	To embed STEPS therapeutic approach to behaviour management and differentiated approach for students outside the "green zone" Increase awareness, sensitivity and understanding of how to support and promote positive mental health	Sep 21	Re-design of the Individual Behaviour Plan documents into a more user friendly one page "passport" design. Updated in readiness for September and added to a Behaviour and Wellbeing display in the staff room to support and remind staff of the connection between behaviour and mental health and wellbeing. ✓
		Spring 22	The uniform policy review and Behaviour policy review (Due Mar 2022) will consider language used to ensure it is inclusive. ½
		Sep 21	Staff wellbeing champion to be appointed to lead staff wellbeing group. ✓ Staff wellbeing champion to train and Mental health First Aider. <i>Not possible at this time due to too much time away from his main duties.</i>
		Sep 21	Mental Health Lead to deliver Healthy young Minds in Herts Level 1 training to whole staff in Sep INSET. ✓
		Nov 21 & Feb 22	Mental Health Lead (MHL), Deputy Mental health lead (DMHL) and Staff wellbeing champion to lead on Just Talk Week and Feeling Good week. ✓
		Sep 21	The pastoral section of the website will have BSL videos added to ensure information is accessible to all. ✓
		Spring 22	Online safety, consent, sexting, grooming prevention and revenge porn specialist workshops from Sign health delivered to all US pupils. Pastoral Lead will work closely with PHSE curriculum lead and Pastoral Co-Head to ensure this work isn't standalone but is embedded with the whole school approach around health, safety and respect. ✓
	To develop the role of Peer Champions to contribute to	Through	Peer champions will be trained using NDCS peer mentor scheme.

	mentoring, peer listening and anti-bullying work. To embed the consistent communication of anti-bullying messages. To embed the proactive approach to the selection of students who access the mentor and therapy programmes.	the year Through the year Through the year Autumn 21 and termly Dec 21	MHL and DMHL to work together to create opportunities for US Champions to work with LS pupils who require support through mentoring and through running games to promote prosocial behaviours in LS playground. ✓ Anti-Bullying charter displayed around school, on the website and referred to regularly. ✓ Explore the use of TV monitors to make this display more interactive. Inclusivity and diversity promoted through celebration weeks such as Black History Month and Pride week. ✓ The use of Risks and Protective Factors evaluations will become routine. Having these done on google drive will allow a quick and clear visual assessment of the pupils most at risk. Staff will become more aware of students who may potentially struggle and be able to target support. ✓ The mentors will receive training and be guided to resources. Brief notes will be kept confidentially and reviewed by the Pastoral Lead. The mentoring sessions will have clear structure and purpose and be reviewed regularly. ✓ Create a system for gathering, sorting, anonymising SDQ data for Sign Health to support continuation of funding for Play Therapist. ✓
Progress report February 2022	Uniform standards have been raised successfully. Incidences of pupils in incorrect uniform have fallen to very occasional, just 3 logged in first half term and 8 logged in second half of the autumn term. Persistently not wearing correctly uniform only logged three times in the whole of the autumn term. Second hand uniform supplies have been reorganised and a system of selling second hand uniform established in line with new government guidance. Positive form time routines are being established. September training with form tutors completed and handouts summarising form time expectations distributed. Form tutors attended and engaged positively in behaviour analysis session and an activity on building positive		

relationships with students. A learning walk is planned for Week beginning 21st February to further monitor impact.

Equipment league competition has continued and has an impact following each new cycle. Following an equipment league check incidences logged of lack of equipment fall and then gradually rise again as pupils need to replace lost or used up items. This indicates the equipment league competition is having a positive impact on maintain equipment standards in a fun and positive way.

The assembly themes looking at Personal Learning Thinking Skills is helping to promote student responsibility and independence. Y10 and most of Y11 and Y12 are starting to use techniques to study outside of lessons independently. Pupils who are not yet demonstrating these skills are being supported with academic mentoring. Some pupils worked together to produce a video to promote study skills. You can see this using the QR code below:



Emphasising and promoting prosocial behaviours through positive rewards is continuing to be our everyday practice at heathlands. In the autumn term, each staff member awarded a significantly higher number of house points for PLTS, compared to the number of negative incidences logged. For example, see following data for the autumn term house points vs behaviour points logged:

House Points	Behaviour Points
1213	128
881	61
863	46
754	83
725	59
644	82

Additionally, Support staff in Upper School had an excellent training on promoting prosocial behaviours during their duties outside led by one of Education Inclusion Officers. We will monitor the impact on incidences occurring at lunch time and ask support staff to feedback on how they feel pupils are treating them at the end of this term. See a video of part of the training here:



Upper School Peer champions have taken a very proactive and responsible role in providing weekly support in the Lower School lunch sitting and the Lower School playground. They have also independently planned and delivered assemblies to both Lower and Upper school as part of the wellbeing focus weeks. The Y6 teacher reports an improvement in the peer interactions in his class.



2nd February US and LS teachers received specialist training from Young People's Violence Advisors from Sign Health. They gave a summary of what the Sign Health workshops delivered to pupils include (healthy relationships, consent, sexting, grooming prevention and revenge porn). Additionally they taught staff how to sign the key vocabulary. This will aid staff to take a consistent approach with supporting our children and young people and provide confidence for reinforcing the safety messages with the pupils. A video of the training is available for staff to catch up or refer back to.



Evaluation feedback from the Sign Health workshops to pupils shows all pupils have an increased understanding of the key safety messages following the training. Here are two example feedback forms, one from a high ability language user and one from a lower ability language user.

What do you know?	I know	I am more sure	I am not sure	I don't know
Do you know what is healthy and unhealthy relationship?	✓			
Do you know what is consent?		✓		
Do you know what is sexting?				✓
Do you know what is online grooming?		✓		

End of the session:

What do you know?	I know	I am more sure	I am not sure	I don't know
Do you know what is healthy and unhealthy relationship?	✓			
Do you know what is consent?	✓			
Do you know what is sexting?				
Do you know what is online grooming?				

What do you enjoy most? I know story video
 What part you do not enjoy? Phone naked
I know it is wrong to send a naked photo.
 Thank you

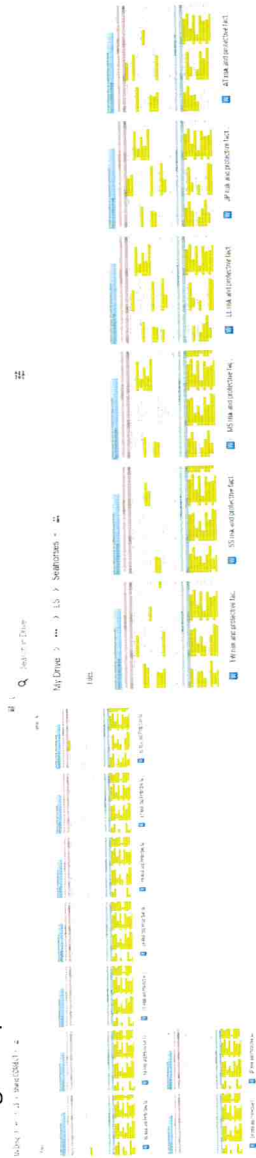
What do you know?	I know	I am more sure	I am not sure	I don't know
Do you know what is healthy and unhealthy relationship?	✓			
Do you know what is consent?		✓		
Do you know what is sexting?			✓	
Do you know what is online grooming?				✓

End of the session:

What do you know?	I know	I am more sure	I am not sure	I don't know
Do you know what is healthy and unhealthy relationship?	✓			
Do you know what is consent?	✓			
Do you know what is sexting?	✓			
Do you know what is online grooming?	✓			

What do you enjoy most? Consent
 What part you do not enjoy? The story of grooming

Following a support session for Lower School teachers, all pupils now have a completed Risk and Protective factors analysis. This is providing a detailed overview for class and form tutors as well as leadership to be aware of the pupils who have greater risk of developing mental health challenges. Using google drive provides a quick visual reference. See for example two lower school classes which quickly highlights one class as high on protective factors and the other class as having more pupils with risk factors.



In late October and early November we held three Black History Month Events. Promoting tolerance, inclusion and diversity. These included Wellbeing Dance and music sessions pupils from the youngest to the oldest. These events also importantly introduced our black pupils to a range of role models. One Y11 pupil was inspired by Chris Laing and has arranged a work experience placement with him this summer.



You can see a video of the Chris Fonseca hip hop dance history presentation and dance workshop event here:

<https://www.facebook.com/421651231280380/videos/3021621381386591>

15-19th Nov Just Talk Wellbeing week. Supporting pupil wellbeing promotes pro social feelings, which in turn leads to improved behaviour. Behaviour incidence data showed a decreasing trend throughout the autumn term, highlighting the impact of wellbeing events. Pupils took part in activities based on the Five Ways to Wellbeing. For example watch the Sign Song video created by one group using the QR code below:



15-19th Nov Interfaith Week activities. Assembly and culture afternoon activities. Promoting tolerance, inclusion and diversity.

Pleasingly, after all the inclusion events and activities for black history month and interfaith week, there was a reduction in intolerant

behaviour from 4 incidents in the first autumn half term to just one incident in the second autumn half term.

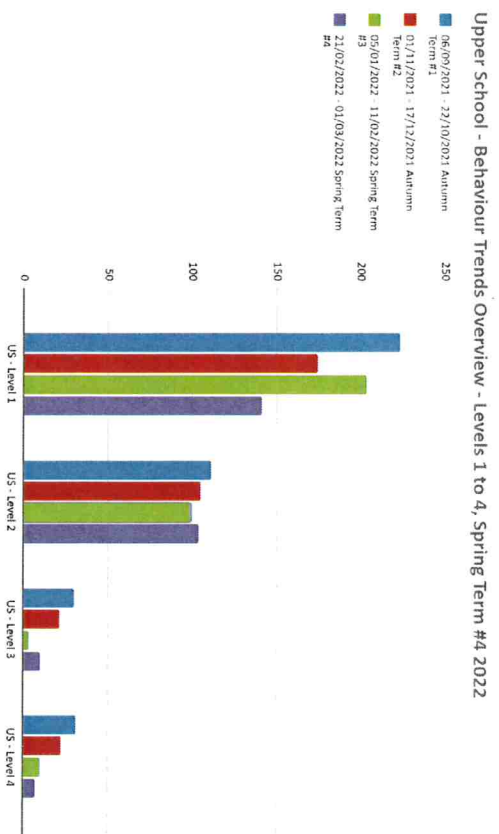
Christmas Reward Trip

The US Christmas Reward Trip was a huge success. A number of groups completed a scavenger hunt around the gardens, working as a team, communicating and navigating independently and using observational skills to find the answers. Some other groups took part in an art competition. Pupils behaved impeccably and had a great time. Here are a few photos of the day.



Progress report June 2022

Rebuilding standards of excellence in behaviour following Covid disruptions has continued successfully this year. Each half term behaviour incidents have fallen. 92% of all incidents recorded are low level and minor e.g. forgetting homework, equipment, etc. Overall the most serious behaviour incidences are very low, for example in Spring half term four there was just 3 Level 3 and 7 Level 4 incidences in 6 weeks.



We have continued to tackle behaviour management with proactive positive action aimed at building wellbeing and prosocial feelings in order to produce prosocial behaviour. Each half term staff members continued to award a significantly higher number of house points for Personal Learning Thinking Skills, compared to the number of negative incidents logged. For example, top 10 house point awardees by staff in Spring half term 4.

Staff	House Points	Behaviour Points
Kate Barrett	700	54
Oliver Manoochehri	573	18
Nicola Jackson	434	21
Derek Rodger	324	23
Pauline Jordan	285	28

Anna Bury	251	12
Naomi Jarrett	215	10
Zayne Thomson	203	4
Michelle Goodwin	113	27
Emma Colton	95	19

In Spring half term 3 we identified a small amount of lack of respect and overly physical behaviour during unstructured times are occurring with a minority of KS3 pupils. Predominantly, these incidents reflected a mixture of overly physical play that gets out of hand, lack of social skills and lack of conflict management awareness. This is being tackled with targeted social skills work in mentoring, ELSA and form times. This half term Delta form group were involved in a project next where they created, directed and filmed their own role plays videos around conflict management and anti-bullying. In Spring half term 4 "Lack of respect" reduced by more than half and "overly physical behaviour" also decreased.



Another positive wellbeing week in February saw a range of activities for Lower, Upper and Staff. "Feeling Good Week" theme this year was "body positivity". Peer Champion Student Leaders led assemblies and an Art competition. Students and staff couldn't help but grin in the super fun trampoline session. The art competition winners were chosen by Moona Mohammed who did a guest presentation on body positivity via Zoom. On the staff wellbeing survey in April 2022 17/42 respondents reported that the staff wellbeing week boosted their wellbeing, this was the second highest response after "improved ICT".



Peer Champion student leaders planned and led Anti-Bullying week this year. They led assemblies for both Upper and Lower school, organised "Odd Sock Day" to celebrate differences and led a Dodge Ball competition at lunchtime to get peers of different ages and abilities interacting.



In the summer term, with the removal of the time consuming Covid testing, Reflection Time in Upper School form groups was enhanced, prioritised and embedded by a weekly slide being provided from the pastoral lead. Reflection time provides a stimulus for development of British Values and SMSC. In the second summer half term the reflection topic each week focused on the Anti-Bullying Charter. Reports of bullying at Heathlands remain very low but we continue to work proactively in constantly teaching students and reminding them of the Anti-Bullying message.

https://docs.google.com/presentation/d/1pOAz8oeFjboPRFJ3wVFgXlPIZuDb9WHkVlaeE2QL6U/edit#slide=id.g124d4413fb9_0_199

Work began on updating the Behaviour policy. Pastoral Lead met with Heath House manager and Lower School Assistant Head to review the WOW incidents and consequences. Careful consideration was made as to the language used in these and to ensure that the consequences reflect our therapeutic approach in school. Co-Headteacher for Pastoral is updating the rest of the policy to ensure that it reflects our prosocial practice in school.

Other issues to cover
On-going affects from Covid Pandemic.

Subject: Heath House 2021 - 2022

Priority area for Improvement	Action Plan	Timescale	Success Criteria
To develop the learning journal system. Staff, CYP and parents/ carers to regularly use the system and up load or comment on it.	Staff to spend time explaining to CYP what learning journals are and how to use them. ✓	End of Oct 2021.	All CYP to be set up on the Learning journal system. ✓
	All new CYP to be added to the Learning journal system. ✓	Oct 2021.	CYP to independently log in on a weekly basis.
	Staff to teach the CYP how to log in to the system. ✓	End of Oct 2021.	CYP to use the system weekly and interact with it.
	To encourage the CYP to regularly use and interact with the system.	End of Nov 2021.	CYP to leave comments and opinions about how they feel and what they have learnt.
	CYP taught how to upload and comment on progress. ✓	End of Dec 2021.	Ensure CYP know, own and understand their targets. ✓
	Staff to deliver more awareness and ownership of CYP personal targets. ✓	Ongoing achieve by July 2022.	CYP to monitor progress towards targets and able to identify what they need to work on. ✓
	To encourage CYP to track their personal progress towards their set targets.	Ongoing achieve by July 2022.	CYP to pick and identify activities and outings that they believe will support them in developing their personal targets. ✓
	To support CYP to identify targets they are working on and choose activities or outings that could support more progress. ✓	End of Nov 2021.	Parents to be using the learning journal system, interacting and leaving comments. ✓
	Staff to ensure that all parents and carers are able to log into the system. ✓	Ongoing achieve by July 2022.	Weekly uploads taking place by all staff. ✓
	Staff to support and encourage parents and carers to regularly interact with the system.	End of Oct 2021.	All staff trained in the learning journal system. ✓
	All staff to ensure that they are uploading weekly to the system. ✓		

	All staff to be competent in using the system so that they can support the CYP and their parents or carers. ✓	End of Nov 2021.	
Progress report February 2022	Staff continue work on learning journals and upload weekly. The CYP's progress and achievements are logged on this system. New boarders have been added to the learning journal system. Some permission letters still pending. Staff have assigned log ins for all CYP and shown them how to access and log into the learning journal system. The CYP have also been shown how to upload to the system. Parents have been encouraged to log in and comment. Most CYP's are not using the learning journals even with reminders. Staff need to continue to encourage regular use of the system. In relation to parent log ins we are still only getting the same parents logging in and very few are leaving comments. All parents need to be encouraged to regularly log into this system. All staff are confident and trained in how to use the learning journal system. Staff also aware in how to log and share information when using it. Staff have more awareness of the CYP targets and are working to encourage the CYP to work towards these. However some of the CYP still need to be encouraged to be more aware of their personal targets. This term we want to continue to encourage both the CYP and their parents/carers to regularly be logging in reviewing and commenting on this system.		
Progress report June 2022	Staff are trained in Learning journals and regularly update these with photos, achievements and progress towards their personal targets as well regular updates as to what the CYP have been up to and what they have been getting on with. CYP have been looking at their personal learning journals but need further encouragement to do this on a more regular basis. Some parents are accessing this system whilst others still do not. The CYP have all been assigned log ins and for those that have forgotten these reassigned new logins. Staff have encouraged personal ownership of these. Staff have been assigned responsibility groups to oversee and keep up with paperwork for these. These have also been updated as and when we have had additional CYP join Heath House. CYP supported to learn personal targets and work towards these throughout the year. All new CYP have undergone induction training and with staff. The progress the children and young people have made against their passport targets are as follows.		
	Pupil:	Targets half	Targets
			Initials

			targets)	
B	2	5	KA	
C	0	9	JAD	
D	3	8	VAE	
E	2	10 (including 7 induction targets)	EB	
F	3	5	RS	
G	4	6	JS	
H	3	9 (including 7 induction targets)	JF	
I	2	5	DD	
J	3	4	ZF	
K	4	10	ZT	
L	1	5	EL	
M	5	1	HS	
N	2	7 (including 7 induction targets)	MS	
O	3	7 (including 7 induction targets)	CS3	
P	0	7 (including 7 induction targets)	LMR (Joined in Jan 22)	
Q	0	7 (including 7 induction targets)	PA (Joined in Jan 22)	
R	0	7 (including 7 induction targets)	ZNG (Joined in Jan 22)	
S	0	7 (including 7 induction targets)	KNG (Joined in Jan 22)	
T	0	0 (including 7	RO (Joined in	

			induction targets)	June 22)
	This analysis covers a year period. Out of twenty CYP twelve have achieved seven or more targets. A further nine CYP have three or more targets on stage seven out of ten.			
To prepare the CYP with the necessary skills that they need when they leave Heath House.	Staff to support CYP in the necessary skills they need for leaving Heath House by: ✓	Oct 2021.	To have appropriate targets for all CYP. ✓	
	To set targets and baseline all CYP on CSD's. ✓	Dec 2021.	To have achieved outstanding targets by December. ✓	
	To achieve targets not fully completed last year before starting new targets. ✓	June 2022.	All staff to be knowledgeable of the system and completing it on time. ✓	
	To ensure all staff understand and are efficient in using the CSD system. ✓	Ongoing achieve by July 2022.	To have achieved free walking permission. ✓	
	To prepare the CYP to be able to go free walking and have knowledge of the rules. ✓	Ongoing achieve by July 2022.	CYP to be actively responsible for managing their own money. ✓	
	To support the CYP in developing their money management skills and be responsible for it. ✓	Ongoing achieve by July 2022.	To be independent in going shopping for key items. ✓	
	To go shopping and be purchase basic items for Heath House or their cookery ingredients. ✓	Ongoing achieve by July 2022.	To manage personal care needs independently. ✓	
	To develop self-care skills and develop good personal care routines. ✓	Ongoing achieve by July 2022.		
	To develop cooking skills and abilities. ✓	Ongoing achieve by July 2022.		
	To be able to process personal washing. ✓	Ongoing achieve by July 2022.		
	Staff to support the CYP by teaching them and supporting them in learning how to be independent and able to do the following:	Ongoing achieve by July 2022.	To have more confidence in the kitchen and be able to cook a meal following a recipe. ✓	

	• Look for a restaurant they can go to. ✓ • Know how to book a table. ✓ • Read and access menus. ✓ • Order food and drinks. ✓ • Be able to work out the bill and pay. ✓ • To know how to book an interpreter. ✓ • To understand when this service can be used and how it works. ✓ • To know what to do if they think they need a doctor. ✓ • To talk to a Heath House member of staff to ask for support if they need a Doctor. ✓ • Understanding how to contact a doctor. ✓ • Know how to book an appointment. ✓ • To understand that they have the right to request an interpreter when booking a GP appointment. ✓	Ongoing achieve by July 2022. Ongoing achieve by July 2022.	To recognise when washing needs to be done and be able to process it from start to finish independently. ✓ To develop problem solving skills and be able to problem solve by themselves. ✓ To be independent in going out for a meal without staff. To be confident and have the knowledge in how to access the services of an interpreter. ✓ To be confident and have the knowledge in how to access the services of a doctor.
	Support the KS4 CYP in preparation for moving to a new post 16 placement. Ensure his personal targets are fully met. ✓ To develop good revision skills and prepare KS4 CYP for their exams. ✓	Ongoing achieve by July 2022. Ongoing achieve by July 2022.	To have the CYP meet and achieve as many of the personal target in preparation for leaving Heath House. ✓ To do their best and achieve to the best of their ability.
Progress report February 2022	Staff have been supporting the CYP in their development. They have given each child a CSD and assigned them targets. Some were given new targets; some were working to achieve outstanding targets from last year and new students were given induction targets. These targets have been reviewed, updated and those that have either achieved their targets or completed induction targets have been moved on to new CSD targets. Staff have been following the Heath House passport system and setting new CSD targets in line with achieving and completing the Heath House passports. A number of CYP have been working towards gaining free walking permission, a few year 9 CYP have achieved this. Whilst some of the year 8 and 7 CYP are continue to develop their free walking skills, in the aim to achieve permission in the coming terms. The CYP continue to regularly free walking or walk into town accompanied by staff to go shopping for either personal items, Items for Heath		

	House or to buy cookery ingredients. Staff have also been going shopping with the younger secondary and primary and have been doing road safety training as well as practicing their money management skills in the local shops. All staff are now aware of CSD's and passports and have been shown how to undertake these monitoring systems. Some CYP have been learning to develop their personal care skills. They have been learning how to process their own washing from start to finish. Some young people are now doing this independently. The CYP have continued to develop their cookery skills and are regularly getting involved in cooking each evening. Some have shown a lot of ability and have excelled in the kitchen. The young people no longer see this as a job and are eager to get involved in cooking each evening. Some of the young people have also been working on problem solving skills and are managing situations on their own however a number of the younger secondary still need to working on developing these skills further. This term we are going to be looking at the CYP learning to independently go out without staff guidance or support. We want the CYP to be able to book a venue for an activity or a meal. We also want the CYP to be competent and confident in using signed services without support. We want CYP to be aware how to access a doctor and medical services. The CYP have continued to work towards achieving their personal targets in line with the CSDs. New CYP's have also worked towards their induction targets and have then been moved on to new targets. Those that have worked on targets that have continued from last year have done so and have now achieved them. All CYP had new targets and these targets were then baselined. Targets were set in October reviewed in December, March and May. All staff are trained in carrying out CSD's. The CYP have continued working towards achieving free walking permission. We now have 8 CYP who have achieved free walking permission and are regularly using it to go into town. They buy items for themselves as well as for items for their cookery sessions. In addition to this the younger secondary aged CYP and have been working towards this and are learning about what if scenarios. The CYP have further developed their money management skills and have done so with both cash and card. The younger secondary and primary aged CYP have also enjoyed a number of shopping trips where they have practiced their communication and money management skills. All of the CYP have continued to push forward in developing their personal self-care skills and are now all independently managing these by themselves. The older CYP have also been working on developing key life skills such as learning how to use the washing machine. They have also all been working towards developing their cookery skills as all the CYP have been regularly getting involved in cooking and do so
Progress report June 2022	

	on a regular basis. The CYP have furthermore developed their independence by learning how to book a restaurant use a doctors service and how to access and book interpreters. Staff have also done additional training based around new apps which can help provide access to interpreting services. The CYP have practiced going to a local restaurant without staff. The year 10's and 11's have also been working on developing their study skills in preparation for their mock exams and year 11 final exams.
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Other issues to cover

Training new staff next year
Continued development of the team

Next step

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Projects	Aim/Desired result	Date	Cost	Update/Outcomes
Post 16 provision	Teaching space: continue plan for the Eco building Planning permission valid until May 2024 To be funded by HCC	Sep-23	£420k min	Discussions ongoing with HCC – 6 th form likely from Sep 2023 No further updates
Additional Upper classroom /meeting space	Project X – above BSL This would provide at least 3 (hopefully 4) more classrooms, 2 meeting rooms/office - Additional classrooms would enable us to reclaim drama and media rooms and possibly for subject specialisms (currently both used for English) including freeing up space for an additional science lab (subsequent project)	Sep-22 start	£650k	Consultants to be invited into tender for the project management – in turn they will tender for the building work – tenders to go out before Feb HT. RLD architect produced the best proposal, a campus plan being developed, then best option to be decided for the extension.
Additional Lower classrooms	Investigate relocating SALT – freeing up 2 rooms for Lower school use.	Sep-22		To be reviewed after Easter – depending on progress on the building plans. Looking more likely to April 23 for building works to start
New School boilers	Installation of new boiler system and separate off the 2 flats from the school system to have their own combi boilers	April-22		Tenders have gone out (managed by HCC) – closing date Feb 8- expecting work to start March/April – will be disruption for a couple of months Boiler replacement on track to finish by July
Additional Science classroom	Investigate option to create an additional science lab from a current lower classroom – location means option to share the prep room – albeit needs relocating.	Aug-23	TBA	This is a project once the new build has taken place – will move classes around and free up a room adjacent to current science lab – costings to be sought in 2023. No further update
Ventilation improvements	Identify areas that would benefit following CO2 monitoring – prioritise and obtain air conditioning quotes if appropriate		TBA	Air conditioning would be beneficial in the Library – but it makes sense to time the work at

School Business Manager: Carol Bush

				the same time as project X as need to access same ceiling areas.
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Subject: BSL Centre 2021/22

Priority area for Improvement	Action Plan	Timescale	Success Criteria
Establish and strengthen communication with all stakeholders including internal staff.	• Liaise with key administrative people from within school to gain information on key dates for reports, PMs, SDP and reviews • Work to deadlines • Pre-prepare BSL Centre timetable for Sept 2022 to enable community objectives to be achievable. • Establish and run BSL team meetings to support clear communication and revisiting of key objectives and actions throughout the year. • Ensure all learners are clear on contact correspondence •	Spring term	• Better working relationships and support with internal staff. • Deadlines met and targets achieved with all stakeholders. • Learners concerns are immediately received and addressed within suitable timeframes. • Clear developmental plan is established for future SDPs
Progress report February '22	Dates added to the diary for PMs, SDP and reviews. Team meetings took place between ZT and EC regarding courses we are delivering and how learners are doing. Discussed learners who may be struggling and how to support them, recap of specific linguistic areas and explaining in a different way, additional activities to support learning. Also any exams needed. Full team meeting discussed plans for September, including changes to course delivery and timetabling. Considering to offer full day courses, for example BSL Level 1 10am-4pm for Autumn term and then BSL Level 2 could then follow on Spring and summer term. Enabling the learner to achieve two BSL levels in one academic year. Additionally BSL level 3, 4 and 6 could be offered 10am-4pm, or Level 6 on a Saturday for 26 sessions. Learners are aware of using the BSL email for financial information and teacher e-mail regarding their course. This has meant less emails for EC ZT to reply to and SH to get to know the learners on courses.		
Progress report June '22	Full Team meetings still happening roughly every two weeks. Team meetings within the BSL Centre more difficult due to ZT teaching in the school and not in the Centre for us to get together. Time Table for BSL Centre finalised and advertised after Easter break. This has enabled prospective learners to enrol on courses earlier, with the view to filling course places. Trying to work to deadlines by starting task earlier than required. Also, delegating certain tasks to admin, for example the newsletter.		
To support the new administrator in settling into their role within the	• To complete induction and probationary procedures • Agree and clarify set roles	Through the year	• Communication for all learners with the BSL centre will be effective.

BSL team	• Brief on all policies and procedures • Take over the maintenance of Instagram and Facebook • Support with the learning of how to use Signatures Iris portal • Clear defined roles for BSL centre staff with maintaining social media and generating interest in BSL • Advertising for BSL Courses within set time frames		• Course advertising to be sent out earlier in the year will generate more learners on courses and income • Instagram and Facebook updates more regularly will generate interest in learning BSL and more learners on courses. • Will enable learners to be booked onto exams in good time and record keeping maintained well.
Progress report February '22	New administrator started 22/11/2021 SH has taken over the BSL emails, contacting learners regarding financial and sending out course information when receiving enquiries, as well as enrolments. SH is learning how to use the new financial software. Read through the BSL Centre Policy file and has read the school policies, and staff Code of Conduct. Signature Iris is ongoing as there are different parts to the site. Social media in the process of handing over. Advertising BSL courses planning has begun ready for September.		
Progress report June '22	SH has settled in well, she has taken on her roles and responsibilities within the BSL Centre. SH has now taken on the financial role of invoicing and ordering. SH has also taken on the Signature exam booking role, with support. Iris portal system takes time to get used to. SH has been advertising BSL Courses via social media, updating the website with information and sending out course information to local public places, such as the library, train station. ZT is still responsible for Instagram.		
Explore areas for developing Deaf Awareness online provision	• Explore online platforms for developing an online Deaf Awareness package. • Build a budget for the online provision, costing web domain and website upkeep • Timetable in the maintenance of the resource and utilise skills within the BSL team, as well as ICT support from internal school staff	Spring term	• Budget for online Deaf Awareness provision is submitted and approved. • Time to create resources is factored in without impacting current provision • Sets out next SDP target for creating Deaf Awareness package which will bring in income without impacting on the timetable.
Progress report February '22	Google classroom good tool for supporting learning within the classroom. But, it requires a lot of maintenance to create standalone courses for learners to access and work from. This would be the same for Moodle and similar sites, so this would not be a suitable platform to use.		

	Continuing to look for other platforms, but the BSL Centre having its own website to create a course for Deaf awareness and BSL Level 1 where learners could access set tutorials and work through at their own pace would probably be a better option than a platform. We are working on costings for online provision and web domain upkeep. EC has spoken with PC ICT and he has suggested some sites to investigate. Costings would also need to include timings for setting up, filming and upkeep of the site.
Progress report June '22	This target is time consuming and ongoing. I have emailed five places requesting quotes and time scales. First quote is from a Company called Dash, they have quoted £6,295 +vat to design, build and 1 year support, with a time scale of 21 days from start to finish. Second quote received from Ipnod who can offer a budget range from £500-850, they offer free after-sales support for 6 months. This would be an e-learning platform. Third quote received from Funi Tech, they haven't given a price as would like to discuss further. They offer 3 months support and charge extra for additional maintenance and support.
Other issues to cover	
- Consider how to build up a learners base for BSL 6 - By offering BSL Level 6 at different times- evening, day or weekend courses. Weekend courses could be offered fortnightly over the academic year. Or one full weekend for 13 sessions spread out over the academic year. Another option could be to offer Saturdays only for 26 sessions.	
Next step	

Subject: Safeguarding - Violence and sexual harassment between children in school.

Priority area for Improvement	Action Plan	Timescale	Success Criteria
Teacher / staff knowledge and confidence	Re design RSE curriculum, Creating an anti-abuse curriculum	April 22	Anti-abuse curriculum will be in place with resources to be used.
	To create specific resources and lesson plans (at different ability levels) to ensure staff are covering everything in a spiral so knowledge is built on what has gone before.		
	To promote culture of respect for gender and gender differences.	Ongoing	Inclusive environment created and understanding strengthened. ✓
	To refresh FGM training for all staff	April 22	
	To refresh CSE training for all staff	April 22	Staff knowledge extended and secure ✓
	To receive specialist training from sign health.	May 22	
	To be aware of the language used by students, creating staff dictionary.	Jan 22	
	To ensure all staff are aware of current tech and current issues for young people e.g. sexting.	Feb 22	
	To gather student voice information, investigating what it is like (being a teen) for our young people	Feb 22	
	Disparage a culture that promotes / normalises negative behaviours	On going	
	To hold an open forum in reading time once a week to discuss relevant news linked to topics.	On going	Positive environment created ✓
	To ensure the systems in school are well promoted, easily understood and easily accessible for all to use	On going	
	To ensure all policies are updated in line with KCSIE 2021.	On going	Extending and securing staff knowledge ✓

	To ensure parents are supporting the students and school with education and understanding why this is necessary.	On going	
<i>Progress report Feb 2022</i>	Work on the RSE curriculum has begun with key staff Promotion of culture and respect for all genders and gender differences has continued in the school through assemblies, direct teaching and form time. New unisex toilet has supported this and environment is inclusive. Sign Health delivered staff training for all on 2nd February. This was filmed so that any staff missing could access at a later date. FGM training for all staff has been booked in for 16th March. Through training in Sept staff discussed the language and signs that young people use. A sharing session was held and staff were able to gain confidence in the language used. The idea of a dictionary was discussed but whether staff need this was in question. Student voice information was carried out and submitted as part of a bigger pilot from Herts. We are waiting feedback on this. Pastoral sessions and behaviour policies do not tolerate or normalise behaviours. Each incident is reported using arbour and further investigations when needed. The pastoral lead has worked with all staff to ensure systems are followed and staff are aware of the processes needed.		
<i>Progress report June 2022</i>	Policies are being updated in line with changes to KCSLE document and going to the governing body for approval. FGM training and workshop delivered to all staff, this was good to expand all staff knowledge and understanding. The RSE audit shows that we are covering all topics and has highlighted areas which can be improved within the next year. Sign Health delivered training for all staff on RSE. This furthered staff understanding and awareness of topics. Regular pastoral sessions have developed student understanding. Feedback from the Sign Health workshops showed that some groups needed further understanding. Action was taken to add in extra RSE sessions for the Delta and Epsilon group. Bullying investigations shows effective use of the RSE policy and student understanding. It also shows that there is zero tolerance of any language that singles students out in school The RSE audit showed that staff wanted to have a deeper understanding when teaching about sexual orinitation. A staff member has agreed to do further training on this.		

Student knowledge and confidence.	To promote a culture of appropriate touch – Lower school and some Deaf + groups To develop student understanding of: • Bullying • Relationships • Physical abuse • Sexual violence • Sexual harassment • Consent • Healthy / non healthy relationships • Safeguarding • Online safety Children to be able to report concerns confidently. Students understanding right and wrong behaviour so that they are able to validate what has happened and support the victim. Explicit teaching of topics: • sexualised on line games • pornography	Jan 22 On going On going On going On going	Secure student understanding ✓ Developing and secure student understanding ✓ Developing and secure student understanding
<i>Progress report Feb 2022</i>	Both upper and lower school staff establish appropriate touch with the students. Expectations of this were delivered in staff training in September. Student understanding of key areas is covered in assemblies, RSE, direct teaching and form times. Additional support is put in place for students who need additional support. Mentoring is in place for upper school students and ELSA in place for lower school students. Both upper and lower school have access to therapy in schools. Students have shown confidence in reporting concerns to both school staff and also Sign Health staff when they are delivering workshops. Behaviour analysis shows there is a significant reduction in serious behaviour incidents. When bullying investigations occur there is a strong emphasis on understanding and reflecting. This process is developing student understanding and peers ability to support others when issues		

	arise.
Progress report June 2022	Student understanding of areas of improvement have been delivered through: • RSE curriculum • Assemblies • Form time • Specific workshops Students have demonstrated that they can report concerns with confidentiality in school and in Heath House. On-going bullying reports and investigations have identified when low level bullying has occurred and allows staff to deal with this swiftly. RSE audit has shown where the school has developed certain areas and highlights how we can improve going into the next academic year.

Other issues to cover

Staff training to continue in the next academic year
Further work on the RSE curriculum to include key points from the RSE audit.