

## THE BROOK SPECIAL PRIMARY SCHOOL DEVELOPMENT PLAN 2023/4

*It is four years since our last Graded OFSTED and over two years since the positive monitoring visit. We continue to address the OFSTED issues highlighted in those two inspections through regular quality assurance. This SPD sets target for the following year which builds on the post-OFSTED work but highlights new initiatives that are necessary to continuously improve the aspirational offer given to our children to ensure they attend school regularly and make progress. The SDP is rag-rated termly and reported to Governors to ensure that progress against the targets is being made.*

### Objective 1: Effectiveness of Leadership and Management (including Governance and Safeguarding)

Priority 1	Success Criteria	Evaluation		
		Autumn	Spring	Summer
<p>1.1 To reconfigure SLT roles and responsibilities so that the leadership team</p> <ul style="list-style-type: none"> <li>continues to work together coherently in order to continue moving the school forwards</li> <li>new additions to the leadership team are upskilled to carry out their role</li> </ul> <p>Led by Maureen Duncan and Sukina Campos</p>	<ul style="list-style-type: none"> <li>Handover to new AHT and PBS leads is robust to ensure continuity of oversight of targeted projects</li> <li>Regular coaching sessions with DHT and HT provide forum to pre-empt potential management issues</li> <li>Staff body are cognisant of SLT's roles and utilise SLT expertise effectively</li> <li>Quality assurance, CPD, operational procedures are effectively maintained and improvement trajectory remains consistent</li> <li>Staff survey highlights that transition has been successful</li> </ul>			
<p>1.2 To develop operational processes in conjunction with the LA so that Person Centred Reviews are effective</p>	<ul style="list-style-type: none"> <li>Partnership working with new designated LA case worker ensures that the PCR processes are more robust and child centred</li> </ul>			

<p>and we support the LA so they can meet their EHCP statutory requirements appropriately</p> <p>Led by Maureen Duncan and Lowri Banfield</p>	<ul style="list-style-type: none"> <li>• PCR schedule is devised and all PCRs completed within statutory deadlines</li> <li>• PCR documentation is submitted within 14 working days following review</li> <li>• EHC plans for Year 2 and year 5 are amended by LA within timeframe and escalation procedures successful when deadlines are not met</li> </ul>			
<p>1.3 To continue working effectively with the LA SEND department to ensure that Safety Valve imperatives are met effectively whilst still maintaining high quality provision for all pupils</p> <p>Led by Maureen Duncan and Sukina Campos</p>	<ul style="list-style-type: none"> <li>• All relevant meetings are attended by member of SLT to ensure that the Brook's offer remains viable</li> <li>• Rebanding exercise is completed for all pupils and sent to LA by end of Autumn Term 2</li> <li>• Head to participate in SEND executive board meetings to contribute to LA strategic overview</li> <li>• The Brook school makes necessary operational changes by July 2024 in order to implement Safety Valve initiatives the following year</li> </ul>			
<p>1.4 For the SLT and Governors to collaborate with the LA and the Willow School to explore the possibility of further pupil expansion in the foreseeable future</p> <p>Led by Maureen Duncan and Chair of Governors</p>	<ul style="list-style-type: none"> <li>• LA Site survey conducted to see feasibility of expansion of premises</li> <li>• Financial ramifications explored to ensure that any expansion does not compromise the education of existing pupils</li> <li>• Liaison with Homes for Haringey so that any prospective works dovetails with the already agreed Estate expansion plans</li> </ul>			

<p>1.5 To further develop Governance so that</p> <ul style="list-style-type: none"> <li>• A more robust policy and review system is implemented so that policies remain dynamic and relevant</li> <li>• Parent Governor works more closely with SLT and Child and Family Liaison Officer to ensure that the home/school partnership is strengthened</li> </ul> <p>Led by Duwan Farquharson, Parent Governor and Felicia Rock</p>	<ul style="list-style-type: none"> <li>• Effective Policy schedule and review to be devised and implemented so that the Brook continues to remain compliant</li> <li>• Link Governors to review specified policies and liaise with appropriate Brook staff members during process of ratification</li> <li>• Parent Governor attends BPAC meetings in house and shares information regularly with parents</li> <li>• Parent Governor's liaison with F Rock ensures that school can respond to parental requests and provide appropriate networking/workshop opportunities</li> </ul>			
<p>1.6 To streamline sickness and absence procedures in conjunction with Haringey HR so that the policy is followed equitably and staff are supported to come to work</p> <p>Led by Maureen Duncan and Lowri Banfield</p>	<ul style="list-style-type: none"> <li>• CPD sessions ensure that staff are aware of the policy and procedures in place and understand the rationale for this</li> <li>• All staff are alerted to their current absence rate in order to engender increased personal responsibility for absence</li> <li>• Informal and formal absence meetings are held within the timescale</li> <li>• Absence rates are noticeably reduced from post COVID rates</li> <li>• Employer Assistance report indicates proportional uptake</li> </ul>			
<p>1.7 To provide appropriate coaching and mentoring for two UQTs so that they are successful in delivering high quality</p>	<ul style="list-style-type: none"> <li>• Mentors identified and time allocated for regular support and problem solving</li> </ul>			

education to their pupils and maintain an appropriate work/life balance	<ul style="list-style-type: none"><li>• Observations of colleagues show that teaching and learning is at least good</li><li>• UQTs meet deadlines in a timely manner</li><li>• Feedback from SNAs and parents is positive</li></ul>			
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## Objective 2: Quality of Education (Curriculum, Teaching, Learning and Assessment)

Priority 2	Success Criteria	Evaluation		
		Autumn	Spring	Summer
<p>2.1 To further develop the school's current approach to writing and pilot an appropriate writing scheme which ensures letter formation and creative writing are incorporated at the appropriate developmental level for the cohort</p> <p>Led by Thibaut de Wolf, Dawn Burrus and the literacy team</p>	<ul style="list-style-type: none"> <li>Audit conducted of current practice to inform action plan</li> <li>Liaison with other special schools identifies appropriate schemes to consider</li> <li>High quality CPD launches consistent scheme/s and regular quality assurance shows that the schemes are in place and are appropriate for the cohort</li> <li>Parent session held to explain principles</li> </ul>			
<p>2.2 To further develop the DT curriculum and assessment in line with the Brook's spiral curriculum and evaluate it in light of the current OFSTED framework to ensure consistency, systemic approach and delivery</p> <p>Led by Thibaut de Wolf and Georgina George</p>	<ul style="list-style-type: none"> <li>DT SOW is in place termly for all levels of learner with appropriate assessment criteria identified</li> <li>Learning walk shows that SOW is being followed and differentiation is appropriate for the cohort</li> <li>Share and inspire sessions improve teacher and SNA delivery of the subject</li> <li>Exhibition of work is held to celebrate achievements</li> <li>AQA certification is achieved by all KS1 and 2 pupils</li> </ul>			

<p>2.3 To develop AQA provision so that all children are provided appropriate opportunities for accreditation</p> <p>Led by Sukina Campos and Jessica Burke</p>	<ul style="list-style-type: none"> <li>• Co-ordinator is identified and training successfully completed</li> <li>• New and appropriate units identified and high quality CPD ensures all staff are cognisant of the requirements of the scheme</li> <li>• All pupils receive at least one AQA certification by July 2024 and feedback from the assessors indicates good practice</li> </ul>			
<p>2.4 To ensure consolidation of phonics in all aspects of teaching and learning</p> <p>Led by Sukina Campos and Dawn Burrus OFSTED</p>	<ul style="list-style-type: none"> <li>• Grouping children according to phonics ability (not just in own class) shows that differentiation is effective</li> <li>• Regular formal and informal assessment is in place and shows all children are making at least expected progress</li> <li>• Stretch and challenge is evident and teaching of phonics is meeting the needs of each cohort effectively</li> <li>• Quality of teaching is at least good in all such sessions</li> <li>• Termly data capture provides overview of progress with Interventions being put in place for targeted children.</li> <li>• Literacy curriculum lead supports phonics teaching in each class and provides critical friend input so that teaching of phonics is consistent and continues to be embedded and improve</li> </ul>			

<p>2.5 To continue to develop the systematic delivery and assessment of early reading across the school</p> <p>Led by Sukina Campos and Dawn Burrus</p>	<ul style="list-style-type: none"> <li>• Consistent and effective strategies for reading (in its widest sense including symbols, PODD) are being implemented effectively within each class as evidenced by observations, learning walks and 'pop ins'</li> <li>• Distinct reading sessions and reading for pleasure opportunities are embedded in each class's daily practice</li> <li>• Termly audit on reading progress is carried out Data capture is used to put appropriate interventions in place</li> </ul>			
<p>2.6 To increase parental understanding of the curriculum and ways all parents can support their child's learning by extending workshop provision</p> <p>Led by Sukina Campos and Felicia Rock</p>	<ul style="list-style-type: none"> <li>• Termly Parent workshops take place (in conjunction with phonics) to encourage parents to support their child's reading ability and to increase their child's love of reading.</li> <li>• Home/School Reading for Pleasure records indicate that parents have 'bought into the scheme'.</li> <li>• Feedback shows that parents are more aware of what their children enjoy to read and what they can read.</li> <li>• Child and family liaison officer and Deputy Head offer bespoke support to families experiencing difficulties with attending workshops</li> </ul>			

## Objective 3: Personal Development (Including Social, Emotional, Spiritual and Cultural Education (SMSC) Behaviour and Attitudes

Priority 3	Success Criteria	Evaluation		
		Autumn	Spring	Summer
<p>3.1 To increase capacity so that more pupils are able to benefit from rebound therapy</p> <p>Led by Carlos Teixeira</p>	<ul style="list-style-type: none"> <li>Newly trained therapists attend initial revision sessions to upskill them in delivery</li> <li>Each new therapist works with at least two children not previously referred</li> <li>Staff feedback shows that therapy is having a positive effect on participants' wellbeing</li> <li>Record keeping is accurate and completed in a timely manner</li> </ul>			
<p>3.2 To continue to develop the Positive Behaviour Team's whole school role under the new leadership, so that they are able to support colleagues with children's challenging behaviour as it arises</p> <p>Led by Carlos Teixeira</p>	<ul style="list-style-type: none"> <li>All team members are facilitated to attend fortnightly PBS strategy meetings</li> <li>Regular communication to whole staff body keeps PBS at the forefront of staff's minds and improves practice</li> <li>Staff report that PBS team is more visible and behaviour issues are supported in a timely manner</li> <li>Incidents are reduced and all incidents are recorded on sleuth</li> </ul>			
<p>3.3 To continue to develop sustainable and efficient ways to record, monitor and review PBS practices including embedding Functional Behaviour Analyses so</p>	<ul style="list-style-type: none"> <li>All PBS team members carry out at least two FBAs a term or more as need arises</li> <li>Wellbeing plans arise from collaborative team meetings and are instrumental in providing a</li> </ul>			



<p>that targeted support is more readily evidenced</p> <p>Led by Edward Putman and Carlos Teixeira</p>	<p>consistent approach to managing pupil behaviour</p> <ul style="list-style-type: none"> <li>• Data capture informs allocation of resources and identifies target children on a needs-led basis for intervention and support</li> <li>• Parents are actively involved in the consultation and implementation of any wellbeing plan devised</li> </ul>			
<p>3.4 To develop a partnership with the Global Alliance to increase pupils' cultural capital through a meaningful partnership with a school in France</p> <p>Led by Andy Crawford and Thibaut de Wolf</p>	<ul style="list-style-type: none"> <li>• Links with partner school established and delegate attends residential conference to consolidate partnership</li> <li>• All pupils gain a greater understanding of French culture and language</li> <li>• Pupils develop ability to communicate with French peers and share ideas and talents</li> </ul>			
<p>3.5 To increase parental workshop provision in order to engage families more effectively in supporting their children's wellbeing and safeguarding on-line</p> <p>Led by Thibaut de Wolf</p>	<ul style="list-style-type: none"> <li>• Termly on line and/or face to face workshops are held to highlight e-safety</li> <li>• Attendance at workshops represents 10% of the parent population</li> <li>• Safeguarding and e-safety information is prioritised in the fortnightly parental Brook Billboard.</li> </ul>			
<p>3.6 To identify and facilitate training for two mental health leads as replacement for previous lead</p> <p>Led by Thibaut de Wolf</p>	<ul style="list-style-type: none"> <li>• Both leads to be qualified by the end of the academic year</li> <li>• Wellbeing programme put in place to support staff</li> <li>• Staff feedback shows that they feel supported in this area</li> </ul>			

<p>3.7 To work with the school nurse and families to address the levels of obesity evident across the school</p> <p>Led by Felicia Rock and School Nurse</p>	<ul style="list-style-type: none"> <li>• Target children to be identified and parents contacted to enrol children in the programme</li> <li>• Monthly weighing sessions to take place</li> <li>• Parental workshops/clinics to be held as necessary</li> <li>• Target children's weight remains stable or decreases due to the impact of the programme</li> </ul>			
<p>3.8 To embed a more effective and robust system of transition between reception and year 1</p> <p>Led by Deirdre Henderson, Gemma Varciana-Webb and Polly Gibbs</p>	<ul style="list-style-type: none"> <li>• Liaison with LA EYFS lead highlights good practice and possible strategies to employ</li> <li>• Termly meetings and inclusive events between both phases ensures children are more familiar with the different environments and expectations</li> <li>• Target setting for Year 1 references the EYFS framework and ensures consistency</li> <li>• Transition programme devised and implemented from Summer 2</li> <li>• Reception children show through their behaviour that they are not overwhelmed by being in a year 1 classroom</li> </ul>			

## Objective 4: The Brook as part of the Broadwaters Inclusive Learning Community and within the wider community

Priority 4	Success Criteria	Evaluation		
		Autumn	Spring	Summer
<p>4.1 To provide inclusion opportunities within the Willow for the individual pupils who have aptitude in a particular subject area</p> <p>Led by Maureen Duncan and Sukina Campos</p>	<ul style="list-style-type: none"> <li>Willow and Brook SLT identify target children through an evidence based approach to ensure level of ability is appropriate to facilitate successful inclusion</li> <li>Timetable of support is devised and pupils attend regularly</li> <li>Regular liaison and progress mapping determines how long the inclusion can last</li> <li>Parents are partners in the decision making</li> </ul>			
<p>4.2 To work in partnership with Haringey Social Care to investigate whether extended school provision is viable following on from the success of the current holiday provision</p> <p>Led by Sukina Campos</p>	<ul style="list-style-type: none"> <li>Holiday club reports and finances are submitted to social care to highlight policies, procedures and programmes already in place</li> <li>Regular meetings with social care representatives highlights feasibility through discussions of finance, staffing, facilities, referral system, safeguarding</li> <li>If the project is deemed feasible then scoping report written and presented to Governors for approval ready for 2024/5 start</li> </ul>			
<p>4.3 To extend lunchtime provision so that children's independence skills,</p>	<ul style="list-style-type: none"> <li>New play lead to be appointed</li> <li>Staff survey to be circulated to identify areas for improvement</li> </ul>			

<p>social and emotional regulation are developed</p> <p>Led by Carlos Teixeira and Thibaut de Wolf</p>	<ul style="list-style-type: none"> <li>• Audit to be completed by play leads of equipment available/ needed</li> <li>• High quality CPD for SMSAs and SNAs leads to improved engagement of children</li> <li>• More children are able to queue up for their lunch and make choices</li> <li>• The length of meaningful self-occupation increases for all children</li> <li>• More children access the main playground regularly</li> <li>• Less incidents recorded during lunchtime</li> </ul>			
<p>4.4 To develop effective partnerships with outside agencies ie. SENDPOWER; LA youth participation, my AFK and NELTSH to share good practice and extend learning opportunities for Brook pupils</p> <p>Led by Maureen Duncan</p>	<ul style="list-style-type: none"> <li>• All year 6 pupils attend 2 WOW taster days</li> <li>• Year 5 pupils join the LA initiative 'takeover' day around the school</li> <li>• Makaton training is expanded to reach not only parents but external schools and members of the community</li> <li>• Brook pupils are invited to participate in Haringey wide school events as appropriate</li> </ul>			