

SIP Actions Summary

Key Objective	Actions	Rep.
1. The school's curriculum intent and implementation are embedded securely and consistently across the school, including EYFS. It is planned and sequenced to ensure pupils have sufficient knowledge and skills to succeed in their lives	1.1. Complete curriculum audit and planning tool and utilise the deep dive criteria and use to create separate curriculum plan.	JD
	1.2 Set up a cross school working party to address actions identified including a Review of learning walk and monitoring criteria. Meet the sensory and physical learning needs of EDS pupils and ensuring that the learning environment is suitable for the delivery of the curriculum and meets individual needs	JD SR LC
2. Pupils are highly motivated and are resilient and persistent in the face of difficulties and make a tangible contribution to the school.	2.1 Next extension/ consistent use of marking policy and other strategies so pupils not afraid of and are able to make and learn from their mistakes — working party	JD
	2.2 Develop and promote emotional reliance through Well-being curriculum and nurture provision <ul style="list-style-type: none"> Devise a POS / programme and staff guidance A project for 2 subject leads and working party 	LC JD
	2.3 Develop greater consistency in staff approaches to behaviour management focusing on pupil's ability to self-regulate/manage <ul style="list-style-type: none"> Develop a bespoke CDP programme working party Review and support in creation and review behaviour plans 	VS
	2.4 Develop strategies to facilitate pupil voice and staff review of behaviour incidents , <ul style="list-style-type: none"> i.e. think sheets etc. but for all ability learners and attach to log book Debrief system for staff after behaviour incidents Analysis of pupil and parent survey on behaviour and safety in school 	VS
	2.5 Further develop the role of the Pupil voice across school , especially through the work of the student council working party <ul style="list-style-type: none"> Development of pupil's contribution to their EHCP Annual review process (link to 3.3)-working party 	VS
3. The school consistently promotes the extensive personal development of its pupils through coherently planned and varied experiences, provisions and individual interventions	3.1 Extend offer and increase consistency of lunch time clubs	VS
	3.2 Development and extension of Sensory approaches, nurture, therapies, family liaison for disadvantaged and vulnerable pupils <ul style="list-style-type: none"> Encompass Early help/pastoral and /PPG offer into one structure Create a rationale statement /policy and guidance document Appointment of specialist TA for Sensory curriculum Consideration of addition Music therapy to offer Further extension of family liaison/Support including parent training in communication & behaviour strategies Extension of play therapy and nurture provision -working party Further integration of the work of specialist TAs (-working party) 	LC & SR
	3.3 Further integrate A/Rev IPMs in to practice , <ul style="list-style-type: none"> Clear guidance for staff to link to PSHE/wellbeing curriculum Review of independence APP (ensuing has progression) Develop use of: achievement trees, ROA and QR codes Development tracking impact via MAPP assessment. Provide a clear timetable through the year of additional cover time for teachers 	SR

4. All staff receive effective continued professional development to ensure intent of the curriculum is realized	4.1 Costed and timed CPD plan Working party focus on development of curriculum knowledge and pedagogy -Working party <ul style="list-style-type: none"> • peer observation to share best practice and • Use of IRS to capture bank of and share best practice, 	VS
	4.2 system of moderation of assessment judgments to support <ul style="list-style-type: none"> • Consistency of level judgments esp. EYFS-KS1 and KS1-2 • Curriculum activities • All interventions on pupil progress and development 	JD
5. Highly effective and meaningful engagement with staff is undertaken and when issues are	5.1 Completion of separate plan to addressing issues which were identified in teacher workload and wellbeing surveys	VS
	5.2 Monitor and review these actions at staff meeting through the year and then repeat staff consultation exercise in summer term 2020 to identify ongoing and any new issues- Working party	VS
6. Robust safeguarding arrangements are in place to identify pupils who may need early help, to reduce the risk of harm and to manage safe recruitment	6.1 Implement contract for part time pupils <ul style="list-style-type: none"> • Review practice completion of the SCR, • Be clear and robust in the quality of references for new staff 	LC & AC
	6.2 Continued development of the early intervention and nurture model now established in school (see 3.2)- Working party	LC
	6.3 Further develop engaging and communication with parents	VS/SR/LC
	6.4 Support the LA to provide a meaningful curriculum and pedagogy for SEND pupils in mainstream via and extension of the our outreach work, starting with the nursery phase	LC/VS JD