

**Specialist School Programme for Special Schools**

**2005/06 Application Form**

**Communication & Interaction Strand**

**completed by**

**The St. Christopher School**

**Mountdale Gardens**

**Leigh on Sea**

**Essex, SS9 4AW**

**01702 524193**

**[office@tscs.southeast.sch.uk](mailto:office@tscs.southeast.sch.uk)**

## Specialist Schools Programme for Special Schools 2005/06: Application Form

- You should use the 2005 edition of the accompanying guidance notes (Guidance on New Strand of Specialist Schools Programme For Special Schools 2005/2006) to help you plan your application and complete this form.
- Further guidance can be found on the DfES Specialist Schools Website: [www.standards.dfes.gov.uk/specialistschools](http://www.standards.dfes.gov.uk/specialistschools).
- Please use **bullet points** and **short statements**.
- Any additional information requested in the guidance should be attached to the back of this form, including the school's latest Self-Evaluation Form (SEF). Cross referencing to any attached documents is permitted. Please ensure when cross referencing that the question is fully answered.
- Please **do not** use the tab key to navigate the form.

### Section A: School information

School's unique reference number<sup>1</sup>

115385

Local authority

Southend Borough Council

School name

The St. Christopher School

<sup>1</sup> If you do not know your school's URN you can search on the DfES Edubase website: <http://www.edubase.gov.uk>

**School context (include nature of provision, age range, maintained or non maintained and type of provision made) Maximum ½ page**

The St. Christopher Foundation Special School is a former Beacon school. It has been meeting the changing needs of pupils with special educational needs for 100 years in Southend. Since the early 1980's the school has been pro-active in developing its provision.

In 1993 the school opened the first Autism Resource Base provision in Essex, responding to the specific needs of pupils with communication and interaction difficulties. The school now meets the needs of 86 pupils with an ASD/Aspergers diagnosis, alongside 64 other pupils who have a wide range of complex needs; (including, ADHD, SEBD, dyspraxia, dyslexia, epilepsy and a growing number of pupils with significant medical/mental health issues). Pupils mainly come from three local authorities. The school operates as two distinct primary and secondary departments.

In January 2005 the school was recognised by Ofsted as "a very effective and outward looking school" The school is also recognised by the Local Authority as a Grade 1, outstanding school, for its performance and its ability to continue to improve.

Following the LA consultation and re-structuring of local SEN provision, the school adjudicator's decision was that The St. Christopher School should be recognised as:

**The St. Christopher School:** a school for up to 105 pupils aged 3-11 with a range of learning needs, including communication and interaction difficulties, cognition and learning difficulties, autism and some with SEBD. The St. Christopher School will also be designated to cater where appropriate for Key Stage 3 pupils (age range 11 – 14) and Key Stage 4 (age range 14 – 16) who have severe autism and/or ADHD.

This decision was made in recognition of the high quality of provision throughout the school for pupils with autism, ADHD and associated communication and Interaction difficulties, especially within KS3 and KS4.

School address

Mountdale Gardens  
Leigh on Sea  
Essex

Postcode  
SS9 4AW

Email address

office@tscs.southend.sch.uk

Telephone number

01702 524193

Name of head teacher/principal

Mr Tom Wilson

Date of last Ofsted inspection

January 2005

Statutory lowest age of pupils

3

Statutory highest age of pupils

16

**Type of Establishment**

Maintained

✓

Non-maintained

**Section B**

**Please indicate the strand you are applying for**

Behaviour, Emotional and Social

Cognition and Learning

Communication and Interaction

Sensory and/or Physical

## Section C: Examination data

C1

Please fill in your Key Stage 3 assessment data for your school for 2005, for English/literacy, Maths/Numeracy and PSHE:

### **Key Stage 3 data**

<b>Number of pupils at each level by subject</b>	<b>P8</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7+</b>
English	4	1	2	2	1			
Maths		2	4	2	2			

Please provide your school's Key Stage 2-3 Value Added Score for the last three years.

	<b>2003</b>	<b>2004</b>	<b>2005</b>
Key Stage 1-2 Value Added Score	100.7	99.9	99.9
Key Stage 2-3 Value Added Score	100.8	101.1	101.1
Key Stage 3-4 Value Added Score	995.5	1015.8	1021.1
Key Stage 2-4 Value Added Score	997.3	1009.4	1014.5

**C2. GCSE/GNVQ data**

**a** If applicable, please fill in your school's overall GCSE/GNVQ performance data for the last three years.

	2003	2004	2005
Number of pupils in year 11	13	17	12
Overall % 5+ A*-C GCSEs	N/A	N/A	N/A

**b** Please list any GCSE courses in English and Maths followed by pupils and attainment for each of the years indicated, including vocational/applied courses.  
Please show number of pupils entered (N) and number (N) achieving A\* -C grades.

	Type of award (e.g. full, double, short)	2003			2004			2005					
		N	N A*-C	Average point score	N	N A*-C	Average point score	N	N A*-C	Average point score			
N/A													

c. Please list all GNVQ courses followed within your chosen specialist subjects at AS/A Level. Please show number of pupils entered (N) and Number (of entry) gaining A-E grades.

Award/Level/Subject	Exam group	2003		2004		2005	
		N	N pass	N	N pass	N	N pass
N/A							

### C3 Post-16 data

Please outline post-16 school performance at AS/A level. Please show number of pupils entered (N) and Number (of entry) gaining A–E grades.

Subject	Syllabus/Type of course	2003			2004			2005		
		N	N	A-E	N	N	A-E	N	N	A-E

## KEY STAGE 3: PUPIL PERFORMANCE

### Part 1

Complete Key Stage 3 data for 2003-2005 in the application form (Section C1) where this is appropriate. Information below should be completed in respect of all other pupils for 2005 using the school's preferred assessment tool e.g. P Scales, Performance Indicators for Value Added Target Setting (PIVATS). Information should be provided for each individual pupil (for confidentiality identified by a letter). Please add further rows as necessary.

PUPILS	SUBJECTS - END OF KS3 LEVELS  2005		PERSONAL AND SOCIAL SKILLS For example:
	Literacy	Numeracy	
A	4	4	<ul style="list-style-type: none"> <li>• To enjoy sociable activities off the playground, at break and lunchtimes 5 out of 10 times a week.</li> <li>• To take part in a drama or other school performance to increase confidence with peers</li> <li>• To take ownership of morning oral hygiene task without direct supervision</li> <li>• For S to recognise and deflect teasing without becoming tearful and upset</li> </ul>
B	3	2	
C	P8	2	
D	P8	2	
E	1	2	
F	3	3	
G	P8	1	
H	P8	1	
I	2	3	
J	2	4	

End of KS3 2005

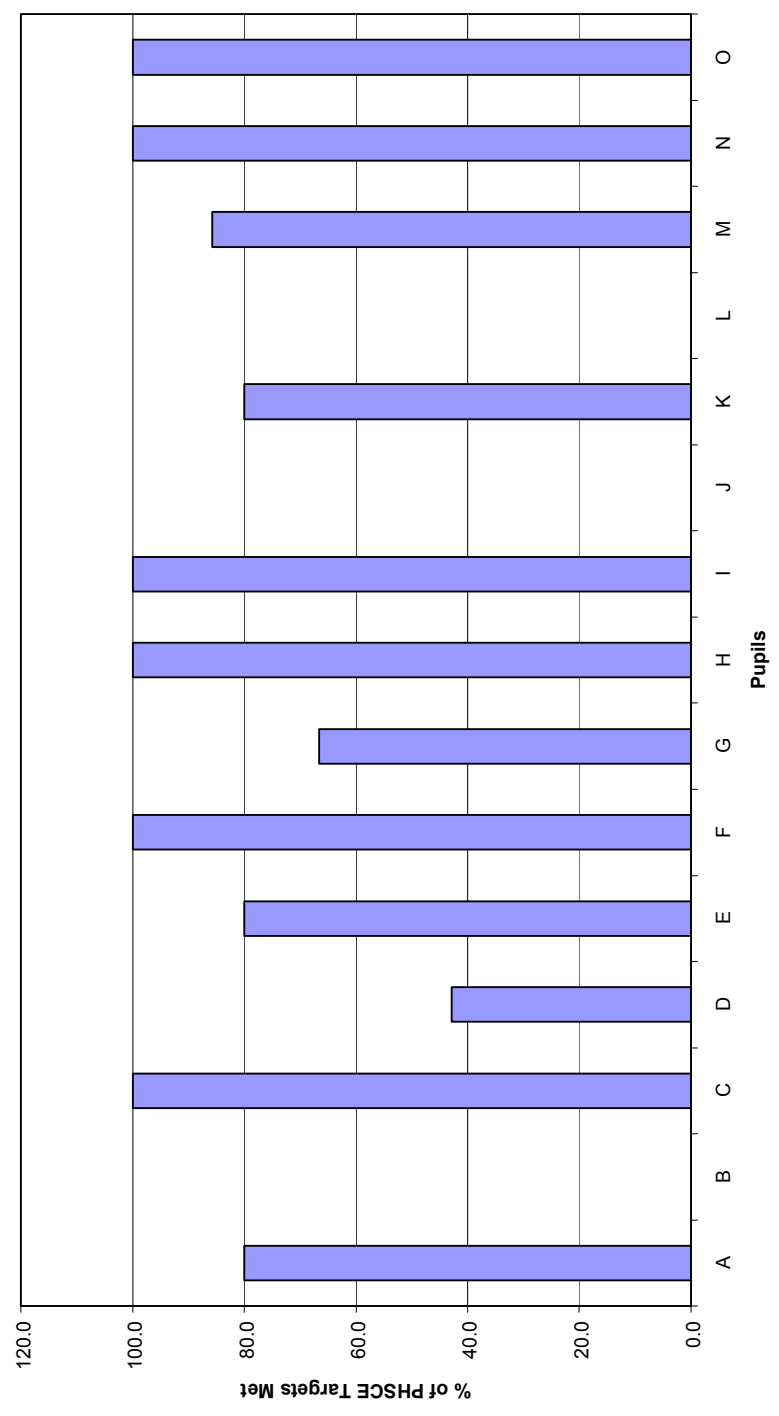
Pupil	% of PSHCE Targets Met
A	85
B	75
C	65
D	20
E	100
F	100
G	100
H	70
I	85
J	85

**PERSONAL AND SOCIAL SKILLS**  
 For example:

- To remember to wash hands and face when coming down to tutor time 2 out of 5 times a week
- To accept that he needs to shower after PE/Swimming
- To begin to understand that others behaviour is not a reflection of her own
- To continue to talk about his feelings, telling others why he feels uncomfortable instead of just shouting

PUPILS	SUBJECTS - END OF KS3 LEVELS 2004	
	Literacy	Numeracy
A	2	3
B	2	2
C	5	2
D	4	4
E	2	2
F	3	3
G	2	2
H	4	3
I	2	2
J	1	1
K	2	3
L	1	2
M	4	2
N	2	1

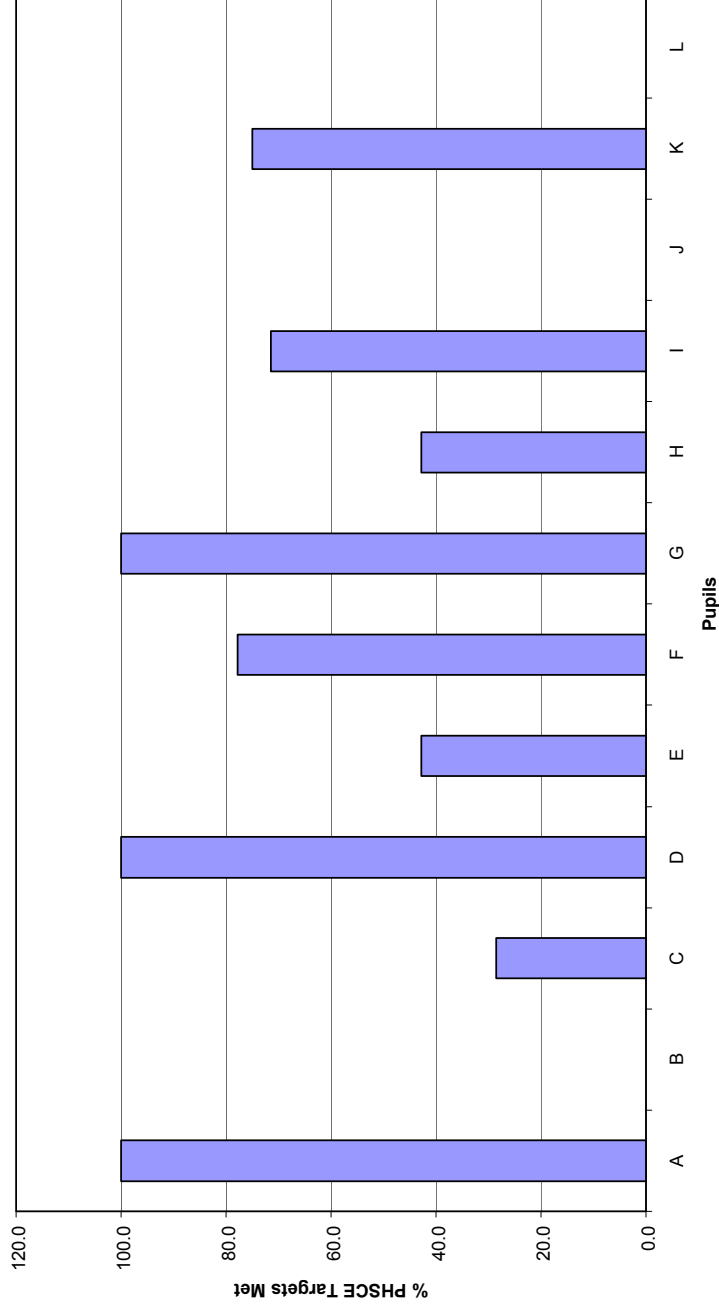
End of KS3 2004



PUPILS	SUBJECTS - END OF KS3 LEVELS 2003	PERSONAL AND SOCIAL SKILLS For example: <ul style="list-style-type: none"> <li>• To successfully take part in an educational visit with Group 9</li> <li>• To continue his methods of anger management, including time-out, talking to a member of staff about his problems and facing up to his fears.</li> <li>• To attend Girls Club to continue improving her confidence</li> <li>• To reduce the number of incident he is involved in bullying others.</li> </ul>
--------	---	--

	Literacy	Numeracy
A	P8	P7
B	3	3
C	1	2
D	3	2
E	2	3
F	2	2
G	5	5
H	4	3
I	4	3
J	2	2
K	2	2
L	2	2

End of KS3 2003



## KEY STAGE 4: PUPIL PERFORMANCE

### Part 2a

Complete Key Stage 4 data for 2003-2005 in the application form (Section C2) where this is appropriate. Information below should be completed in respect of all other pupils for 2005 using the school's preferred assessment tool e.g. P Scales, Performance Indicators for Value Added Target Setting (PIVATS). Information should be provided for each individual pupil (for confidentiality identified by a letter). Please add further rows as necessary.

2003

PUPILS	SUBJECTS END OF KS4 LEVELS 2003		PERSONAL AND SOCIAL SKILLS For example: <ul style="list-style-type: none"> <li>To develop his concentration so as not to be easily distracted by issues that do not concern him and deviate him from tasks at hand.</li> <li>To ask for help when he finds work difficult rather than opt out.</li> <li>To be more patient and calm when she is in a bad mood and to realise the importance of co-operation with the teachers at these times.</li> <li>For J to begin to limit his inappropriate behaviours which lead him into situations which he cannot control</li> </ul>																																
	Literacy	Numeracy																																	
A	3	5	<table border="1"> <caption>End of KS4 2003</caption> <thead> <tr> <th>Pupil</th> <th>% of PHSCE Targets Met</th> </tr> </thead> <tbody> <tr><td>A</td><td>85</td></tr> <tr><td>B</td><td>100</td></tr> <tr><td>C</td><td>100</td></tr> <tr><td>D</td><td>70</td></tr> <tr><td>E</td><td>90</td></tr> <tr><td>F</td><td>60</td></tr> <tr><td>G</td><td>85</td></tr> <tr><td>H</td><td>95</td></tr> <tr><td>I</td><td>100</td></tr> <tr><td>J</td><td>65</td></tr> <tr><td>K</td><td>75</td></tr> <tr><td>L</td><td>100</td></tr> <tr><td>M</td><td>100</td></tr> <tr><td>N</td><td>20</td></tr> <tr><td>O</td><td>0</td></tr> </tbody> </table>	Pupil	% of PHSCE Targets Met	A	85	B	100	C	100	D	70	E	90	F	60	G	85	H	95	I	100	J	65	K	75	L	100	M	100	N	20	O	0
Pupil	% of PHSCE Targets Met																																		
A	85																																		
B	100																																		
C	100																																		
D	70																																		
E	90																																		
F	60																																		
G	85																																		
H	95																																		
I	100																																		
J	65																																		
K	75																																		
L	100																																		
M	100																																		
N	20																																		
O	0																																		
B	5	5A																																	
C	2	3																																	
D	5	4																																	
E	1	3																																	
F	4	4																																	
G	4	4A																																	
H	5	5																																	
I	5	5																																	
J	3	5																																	
K	5	4																																	
L	6	6																																	
M	2	3																																	
N	3	2																																	
O	4	4																																	

PUPILS	SUBJECTS END OF KS4 LEVELS 2004		PERSONAL AND SOCIAL SKILLS For example: <ul style="list-style-type: none"> <li>To complete his period of work experience successfully with at least 50% attendance.</li> <li>To work on more age appropriate personal hygiene and interactive skills</li> <li>To work on an exercise programme to increase J's range of movement and increase his self-confidence.</li> <li>For K to sit down during registration with only one adult reminder.</li> </ul>																																				
	Literacy	Numeracy																																					
A	3	3	<table border="1"> <caption>End of KS4 2004</caption> <thead> <tr> <th>Pupil</th> <th>% of PHSCE Targets Met</th> </tr> </thead> <tbody> <tr><td>A</td><td>65.0</td></tr> <tr><td>B</td><td>85.0</td></tr> <tr><td>C</td><td>90.0</td></tr> <tr><td>D</td><td>70.0</td></tr> <tr><td>E</td><td>100.0</td></tr> <tr><td>F</td><td>60.0</td></tr> <tr><td>G</td><td>85.0</td></tr> <tr><td>H</td><td>100.0</td></tr> <tr><td>I</td><td>100.0</td></tr> <tr><td>J</td><td>85.0</td></tr> <tr><td>K</td><td>90.0</td></tr> <tr><td>L</td><td>90.0</td></tr> <tr><td>M</td><td>75.0</td></tr> <tr><td>N</td><td>85.0</td></tr> <tr><td>O</td><td>45.0</td></tr> <tr><td>P</td><td>75.0</td></tr> <tr><td>Q</td><td>100.0</td></tr> </tbody> </table>	Pupil	% of PHSCE Targets Met	A	65.0	B	85.0	C	90.0	D	70.0	E	100.0	F	60.0	G	85.0	H	100.0	I	100.0	J	85.0	K	90.0	L	90.0	M	75.0	N	85.0	O	45.0	P	75.0	Q	100.0
Pupil	% of PHSCE Targets Met																																						
A	65.0																																						
B	85.0																																						
C	90.0																																						
D	70.0																																						
E	100.0																																						
F	60.0																																						
G	85.0																																						
H	100.0																																						
I	100.0																																						
J	85.0																																						
K	90.0																																						
L	90.0																																						
M	75.0																																						
N	85.0																																						
O	45.0																																						
P	75.0																																						
Q	100.0																																						
B	3	4																																					
C	4	5																																					
D	2C	3																																					
E	2	3																																					
F	1B	2A																																					
G	3	3																																					
H	5	5																																					
I	4	4																																					
J	3	5																																					
K	3	3																																					
L	3	3																																					
M	1C	1C																																					
N	3	3																																					
O	5	5																																					
P	4	4																																					
Q	3	4																																					

PUPILS	SUBJECTS - END OF KS4 LEVELS 2005		OTHER ACHIEVEMENTS Including information on external accredited courses, for example, under the Life and Living Scheme (See also Part 2b)
	Literacy	Numeracy	
A	1C	P8	ICT - Entry Level 1    Art – Entry Level 1
B	5	4	ICT –Entry level 3, English-Entry level 3 ,Achievement test in literacy AQA-level 2, maths, Entry level 2, Entry stage 1, Science-Entry level 2 ,Art- Entry level 3, ASDAN- Silver challenge
C	1A	2C	ICT- Entry level 1, Art – Entry level 1, Science, Entry level 1
D	4C	3A	ICT –Entry level 3, English Entry level 2, AQA Achievement test in literacy level 2, Maths- Entry stage 2, Science- Entry level 2, Art- Entry level 3, ASDAN- Silver Challenge
E	1A	3C	ICT – Entry level 1, Maths- Entry stage 1, Art- Entry level 1,
F	2B	2C	ICT-Entry level 1, Science-Entry level 1, Art-Entry level 2
G	7	6C	ICT- GCSE (B), English- GCSE lang + Lit (C,C) , maths- GCSE (D), Science- Entry stage 3, Art- Entry stage 3, ASDAN- Bronze
H	5B	4A	ICT- Entry level 3, English- Entry level 3, AQA achievement test in literacy level 2, Maths- GCSE (E),+ Entry stage 2, Science-Entry level 2, Art- Entry level 3, ASDAN- silver challenge
I	5C	5B	ICT- Entry level 2, English- Entry level 2, Achievement test in Literacy level 2, Maths- GCSE (E), Science-Entry level 1, Art- Entry level 3, ASDAN- silver challenge
J	3C	2C	ICT-Entry level 2, English Entry level 2, Maths Entry level 1, Science- Entry level 2, Art- Entry level 2, ASDAN- silver challenge
K	3C	2C	ICT-Entry level 1, English- Entry Level 1, Maths- Entry level 1, Science – Entry level 1, Art- Entry level 2, ASDAN- silver challenge
L	2A	2C	ICT- Entry level 2, English – Entry level 1, Maths – Entry level 1, Science- Entry level 1, Art- Entry level 2, ASDAN- silver challenge

## KEY STAGE 4: PUPIL PERFORMANCE

### Part 2b

**This form should be used to identify achievements of pupils at the end of KS4 not recorded elsewhere.** It can be used to provide information on the total number of pupils following courses leading to external accreditation for example under the Life and Living Scheme.

All but pupil A completed the Trident work experience project.

Pupil G gained skills for life with project Trident.

Pupils H, I, D, K, E and L all took part in community project work, work related learning at Belfairs riding stables.

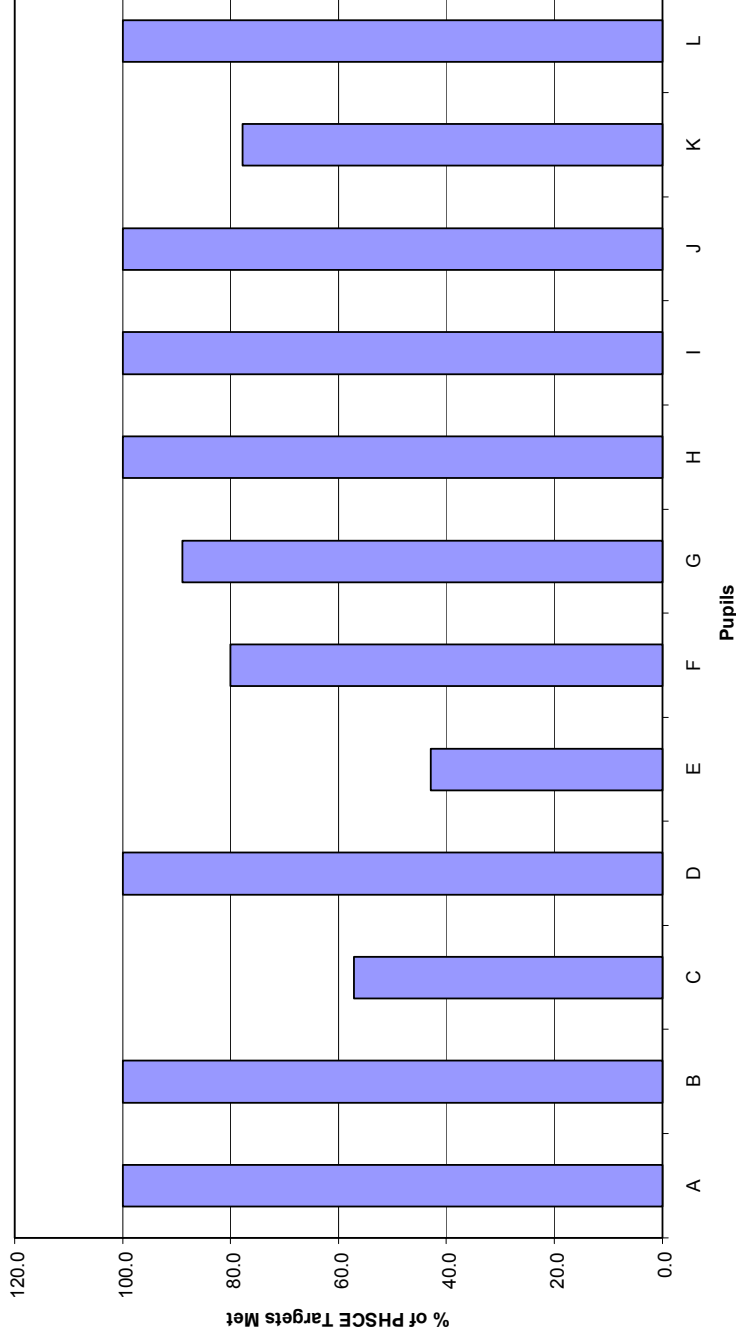
All pupils took part in a residential experience, staying away from school and home, planning their trip and fund raising for it.

All pupils took part in the end of year presentation evening, singing and performing on stage in front of the whole school and visitors. (Pupil B as Elvis, much to the surprise of his parents and family)

Pupil G managed throughout KS4 to be included in English and ICT lessons at a local school, was supported by us, and entered and passed 4 GCSE's.

Pupil B was the first pupil in our original autistic resource base when it opened in 1993. At this time he screamed all day, was not toilet trained and could not communicate. He left school, well mannered and mostly able to control his considerable temper in his 6'5" body and has made a successful transition to FE.

End of KS4 2005



## Section D: General case

Explain in general terms your ideas for developing a distinctive ethos and identity, raising attainment and achievement, broadening and extending opportunities for pupils, promoting inclusion and how you intend to share effective practice over the next four years. Please outline your general case (**maximum** of two pages)

Our aim as a specialist school will be to enhance the schools' ability to act as a catalyst in developing effective educational practice in the area of Communication and Interaction for the schools and community of Southend and our surrounding areas. "**As a school we aim to create a safe, stimulating and positive environment which enables each pupil to achieve their full potential.**" Specialist School status will enable us to facilitate a similar ethos for pupils with C & I difficulties across the schools and community of Southend and surrounding areas. By extending and refurbishing an existing building we will create a specific Communication and Interaction Centre. This will provide a physical focus where partnerships can be built, leading to a increased range of staff able to offer specialised support and advice to a wider range of schools and community groups, whilst enhancing the practice within communication and interaction in this school. The enhanced specialist facilities that Specialist School Status would bring would allow the school to improve and extend opportunities for our pupils and to share this with the local community.

Currently we offer support and advice to local schools for pupils with C & I difficulties through our Advanced Skills Teachers and a contract to deliver ASD support and advice for Southend LA. Specialist School status will enable us to build upon the range of support we are able to offer. Ofsted, January 2005, stated that the provision for staff development was excellent and focused well on the school's priorities for improvement and which will benefit the pupils with increasingly more complex autism and attention deficit hyperactive disorder needs. Specifically the creation and equipping with specialist resources of a dedicated centre will enable professional and community groups to meet together for joint training and development activities. As a school we are currently refurbishing and extending an existing building to create a communication and interaction centre. The extra resources triggered by Specialist School Status will enable us to equip and refurbish this building to a high standard. We wish to create and equip two multi-sensory rooms to enhance the range of experiences which stimulate pupils with communication and interaction difficulties. We will also upgrade our ICT facilities across the school; for example, interactive whiteboards in every class, video conferencing facilities, the purchase of a computerised progress tracking system which will enable greater monitoring of individual and group progress. As a Specialist School we would aim to increase our range of staff able to offer expertise and advice to other schools and community groups. The additional funding would enable us to release staff to widen our work with the wider community. Our beliefs are built upon the philosophy that advice and support to other schools is best offered by high quality classroom practitioners.

Specialist School status will be used to raise pupil achievement and attainment in Literacy, Numeracy and Social Skills throughout the school by improved individual target setting, and opportunities for personalised learning. By building upon our effective staff training and CPD we would seek to enable staff at this and other schools to develop increased awareness of the needs of pupils with C & I difficulties, and to develop the skills and practices required to deliver appropriately structured learning activities and experiences.

We have a proven track record of continuously developing our provision and our ability to extend the range of learning opportunities for our pupils. Ofsted, January 2005, stated that the support for learning outside the school day was outstanding and supplementary activities gave pupils many rich, additional valuable experiences. We are currently undertaking a pilot project with the Learning Skills Council to develop a social skills programme for post 16 pupils with C & I difficulties who attend FE provision. We run specialist social skills development programmes, using the schools residential facility, Christopher's Cottage. Specialist School status will enable us to extend this work and use the skills and expertise of our staff to further develop social/ independence skills for a wider range of children/young people.

We have developed strong partnerships with local schools and community groups. Ofsted, January 2005 recognised the important role of the school in providing facilities for the community outside the school day and how we use every opportunity we can to forge links and to allow open access to our facilities for all groups. We will be able to extend these partnerships through Specialist School status. Working with the local girls Grammar school, we will introduce a community work project using the facilities of Christopher's Cottage. This will broaden their understanding of pupils at their school with C & I difficulties. We are currently involved in running evening social skills groups for pupils with C & I difficulties from local mainstream schools and will be able to extend these with the dedicated space and further resources available.

Similarly Specialist School status will enable us to improve opportunities for work related learning for our own pupils, helping to break down the barriers to inclusion with local businesses. Although this area was recognised as very good by Ofsted in January 2005, preparing pupils very well for life after leaving school, it has been increasingly difficult to find work experience placements using schemes such as project Trident. There is little understanding of the needs of our pupils and little tolerance for alternative arrangements. We would like to improve public awareness of C & I difficulties through information, publications, visits and meeting with pupils, exploring their strengths as well as their difficulties. We would seek to extend the local and regional partnerships in this area through involvement with the Link Education group as it aims to investigate problems with finding work for pupils with communication and interaction difficulties.

We will use the enhanced facilities to improve multi-agency work. It would provide space and dedicated staffing, through which we would be enabled to bring the work of various agencies together to share effective practice. It will also enable the dissemination of ideas, presentations of methodologies, in-school training, work shadowing for support and teaching staff, and practical help including parent work shops, parent 'drop-in' sessions and work with community groups. We will build upon our links with other agencies, such as social services children with disabilities team, and MENCAP, to facilitate joint programmes of support for children and families.

It would also provide enhanced facilities for the pupils in our school and those with C & I difficulties in surrounding schools. The multi-sensory area and creative arts therapeutic area would enable specific work to be carried out. It will be a catalyst for more focussed use of our existing physiotherapy, occupational therapy area within the sports hall.

The development of the curriculum for all our pupils is an on-going part of the ethos of the school. We are constantly looking for ways to improve the teaching and learning experiences for our pupils, to raise their achievement to the best possible. Ofsted, January 2005, recognised that the curriculum was good, and very good for those in years 10 and 11 with PSHCE at the heart of pupil's learning experiences, permeating the school day and providing the foundation for all learning. We have a very strong commitment to CPD for all staff throughout the school as a means of improving the educational experiences of all children. We are currently working extensively on developing 'language' in its broadest sense through on-going staff training. One aim is for all staff to be trained in the practices of the 'Eiklan' approach. We anticipate a significant impact on the communication and interaction skills of our pupils, and their ability to access a full curriculum. We will look to improve our recording of progress of individuals and groups of pupils through the introduction of a computerised record and tracking system. This would enable us to identify areas of development and areas of strength in the curriculum and to further develop our work in Literacy, Numeracy and PSHCE.

The gaining of Specialist School Status alongside the creation of a Specialist C & I Centre will act as a catalyst to enhance and improve the prospects for children and young adults with C & I difficulties in Southend and the surrounding areas by raising awareness, building partnerships and extending opportunities across the whole community

## Section E: School plan

### E1. School plan: audit (see paragraph 38 of guidance)

- a Please summarise the current position in terms of strengths and areas needing improvement at your school, taking care to cover each of the headings indicated in the guidance notes (**maximum** of two pages). This **must** include the following headings: attainment; teaching and learning; curriculum provision; take up of specialist subjects; resources; quality of management.

<b>Subject: English/Literacy</b>	
<b>Attainment</b>	<b>Strengths</b>
<p><b>Attainment</b></p> <ul style="list-style-type: none"> <li>• Introduction of systematic, computerised programme of record keeping and tracking of progress of all levels, including P levels and intermediate levels to enable analysis of patterns in progress for individuals and groups of students.</li> <li>• Analysis of patterns of progress will aid setting grouping arrangements to improve targeted focussed teaching.</li> <li>• Improve all teachers understanding of language development and use of concept mapping to aid pupil access to all areas of the curriculum. (Through training of staff in language development)</li> <li>• Improved staff understanding of Cued articulation, PECS, to improve use of augmented communication for weakest children.</li> <li>• To raise attainment in all areas of Literacy, monitoring percentage gain in P levels and a/b/c small steps within levels</li> <li>• Implement full assessment procedures for all levels of National curriculum to maintain an accurate picture of attainment. Particular areas of weakness or areas needing development to be identified and appropriate teaching and learning strategies to be implemented as a result of analysis.</li> </ul>	<ul style="list-style-type: none"> <li>• Yearly reading test information kept for 10+ years to chart progress and development</li> <li>• Annual targets to improve reading age gains are set and adjusted for when targets are met.-reviewed by Governors and LA.</li> <li>• Pupils are entered for nationally accredited exams as appropriate to that individual or cohort of pupils</li> <li>• Individual assessments made against all aspects of literacy</li> <li>• Teaching groups in KS3 and KS4 adjusted according to ability to allow focussed teaching</li> <li>• Percentage of IEP literacy targets met are analysed and recorded</li> <li>• Parental comments on annual reviews show they are pleased with progress in literacy</li> <li>• Pupils are engaged in reviewing own targets</li> <li>• SATS group for KS3 –extra focussed lessons to enable access to SATS tests.</li> <li>• Specific reading support given to specific pupils who require additional help to develop basic reading skills.</li> <li>• Pupils achieve well in national tests and in accreditation in Year 11 because data is analysed and used effectively to set targets for improvement (Ofsted, Jan 05)</li> </ul>

### **Teaching & Learning**

- 'Teaching is good with some very good features, which enables pupils to achieve well. Through the effective teaching pupils make good progress across the curriculum and in their individual targets. In the best lessons teachers plan well to meet the needs of all their pupils because they have good knowledge of them, understand the ways in which they learn and set appropriate tasks'. (Ofsted 2005)
- Performance management is fully in place and effective for all staff including support staff.
- Provision for staff development is excellent and focuses on the schools' priorities for improvement and those which will benefit the pupils with increasingly more complex autism and ADHD needs.
- 'Team work, where lessons are well organised so support assistants know what they need to do, ensure that tasks match the learning needs of different pupils very well.' (Ofsted, 2005)

### **Curriculum provision/resources**

- All KS3 pupils have 5 dedicated English lessons a week minimum. All KS4 pupils have 3/4 dedicated English lessons a week.
- Accreditation at KS4 includes in-school literacy tests, OCR Entry Level & OCR GCSE English
- Full schemes of work are in place for Literacy development across the school.
- AST teachers (1 specifically in reading and language) effectively support literacy development in this school, other local mainstream schools and Graduate Teacher Trainees.
- AST teachers also support widely on literacy development for pupils with C & I difficulties through promoting visual learning styles and alternative communication strategies where needed.
- Specialist speech therapist employed by the school to work with pupils with pupils with severe communication difficulties.

### **Current participation in inclusion**

- Pupils attend mainstream schools for specific courses where appropriate. (GCSE taught to a pupils last year in mainstream)

### **Quality of management**

- 'The co-ordinators have a clear vision for the development of the subject (English), and have produced appropriate plans to underpin this. They lead and manage the subject well. There have been effective changes in the curriculum,' (Ofsted 2005.)
- Specific projects assessing T & L of language have been undertaken by the school's SALT to assess training needs of staff in this area.

### **Teaching and learning**

- Further develop teaching and learning strategies by staff training in language development in all areas.
- Further develop use of interactive whiteboards to increase range of strategies for all staff to continue to enliven teaching.
- Reinforce and develop structured teaching programmes in phonic development in primary department. Introduce approaches used in KS3 and KS4.
- Further training on visual learning styles to support specific difficulties in language and communication
- LSAs to be fully included in training on effective use of visual learning, concept mapping to support pupils across the curriculum more effectively.
- Further develop a range of staff able to breakdown the barriers to learning through greater use of personalised learning programmes for pupils with greatest difficulty.

### **Curriculum provision/resources**

- Further develop range of staff skills to enhance specific literacy support for pupils with most difficulties.
- Continue to evaluate range of external accredited courses to ensure they meet the needs of our current pupil population
- HLTA development/ training to work with groups of pupils to improve communication skills.
- Further develop links with mainstream partners, to enable access to specialist drama/theatre facilities.(Eastwood Secondary Performing Arts School)

### **Participation in inclusion**

- Develop appropriate links with mainstream partners to enable specialist use of facilities such as theatre work shops.
- Team teaching with mainstream partners for specific projects in drama/performing arts.

### **Leadership and management**

- Further develop monitoring of subject provision maintaining high expectations and standards.
- Monitoring of use of effective strategies to improve C & I by SALT
- Ensure all staff develop appropriate strategies for using alternative communication systems as the nature of pupils difficulties change with changing population in the school.

<b>Subject: Maths/Numeracy</b>	<b>Strengths</b>	<b>Areas needing improvement</b>
<p><b>Attainment</b></p> <ul style="list-style-type: none"> <li>Yearly assessment of basic skills is kept and analysed for individuals and groups.</li> <li>Annual targets are set and reviewed by Governors and LA</li> <li>Pupils are entered for a range of externally accredited exams according to individuals and cohorts of pupils</li> <li>Percentage of IEP maths targets are met and recorded and analysed</li> <li>Parental comments on annual review reports show how they are pleased with progress in maths skills</li> <li>'Pupils achieve well and this is supported by very positive attitudes to learning. Maths across the curriculum is supported, carefully reinforcing pupils' mathematical skills and understanding.' (Ofsted, 2005)</li> </ul> <p><b>Teaching and Learning</b></p> <ul style="list-style-type: none"> <li>'High expectations and good planning are features of mathematics teaching throughout the school. As a result, pupils are engaged in tasks and make good progress. Teachers plan a variety of learning activities, which include whole class and individual learning experiences. Support staff make a significant contribution to pupils' achievement. They use questioning techniques well to keep pupils alert and to develop their understanding.' (Ofsted 2005)</li> <li>Practical maths activities are carefully planned into PSHCE work, to enable real life maths skills to be developed.</li> </ul> <p><b>Curriculum provision/resources</b></p> <ul style="list-style-type: none"> <li>'Provision in maths is good'. 'The planning and assessment of work meets the needs of the wide ability range well.' A good range of accreditation which includes GCSE and Entry level qualifications is offered to pupils in years 10 and 11. (Ofsted, Jan 2005)</li> <li>All KS3 pupils have 5 dedicated Maths lessons a week minimum. All KS4 pupils have 3/4 dedicated Maths lessons a week.</li> <li>Accreditation at KS4 includes in-school numeracy tests, OCR Entry Level &amp; OCR GCSE Maths</li> </ul>	<p><b>Attainment</b></p> <ul style="list-style-type: none"> <li>Introduction of systematic, computerised programme of record keeping and tracking of progress of all levels, including P levels and intermediate levels to enable analysis of patterns in progress for individuals and groups of students.</li> <li>Extended analysis of progress in Maths to enable closer monitoring of setting arrangements to ensure pupils are achieving their greatest potential.</li> <li>To raise attainment of all pupils in maths by careful monitoring of progress in specific areas of maths.</li> </ul> <p><b>Teaching and Learning</b></p> <ul style="list-style-type: none"> <li>To raise attainment in maths through greater understanding of language development and concept mapping of topics, specifically in the areas of using and applying maths.</li> <li>Develop a whole school scheme of work based upon the practical aspects of maths/ life skills/ maths for life which could be used by other schools.</li> <li>LSAs to be fully included in training on effective use of visual learning, concept mapping to support pupils across the curriculum more effectively.</li> <li>Further develop a range of staff able to breakdown the barriers to learning through greater use of personalised learning programmes for pupils with greatest difficulty.</li> </ul> <p><b>Curriculum provision/resources</b></p> <ul style="list-style-type: none"> <li>Increase activities for work related learning experiences and 'enterprise' activities based upon maths and fund raising, costing projects.</li> <li>To research and introduce a specific ICT based programme which will improve individual maths skills.</li> <li>Install interactive whiteboards in all classrooms to be used in maths teaching.</li> </ul>	

### **Participation in inclusion**

- Pupils are encouraged to use maths in the community through practical experiences, paying for bus fares, train timetables, paying for shopping.

### **Leadership and management**

- 'The two co-ordinators provide good subject leadership. Good improvement has been supported by their development of detailed schemes of work that guide teachers as they plan lessons to meet the needs of all pupils. Through observing teaching in mathematics, they have been able to support colleagues and monitor progress.' (Ofsted , Jan 2005)
- Performance management of all teachers and support staff is in place and integral to development of effective teaching.

### **Participation in inclusion**

- Increase activities for work related learning experiences and 'enterprise' activities based upon maths and fund raising, costing projects.
- Involve local business in gaining knowledge of pupils' strengths in maths skills, especially in understanding practical maths in context.

### **Leadership and management**

- To increase the number of staff able to lead effectively in maths.
- Encourage experienced staff to train new staff in practical approaches to using maths to develop all skill areas, i.e. interactive whiteboard use.

<b>Aspect: PSHE</b>	<b>Strengths</b>
<p><b>Attainment</b></p> <ul style="list-style-type: none"> <li>To develop a systematic monitoring/record keeping process in all areas of PSHCE, using national schemes such as the PSD scales. To work with other schools/FE/groups involved in life skills, to develop these to a level beyond P15.</li> <li>To analyse progress and achievement in each area of personal and social development looking for areas of development.</li> </ul> <p><b>Areas needing improvement</b></p> <p><b>Attainment</b></p> <ul style="list-style-type: none"> <li>To develop a systematic monitoring/record keeping process in all areas of PSHCE, using national schemes such as the PSD scales. To work with other schools/FE/groups involved in life skills, to develop these to a level beyond P15.</li> <li>To analyse progress and achievement in each area of personal and social development looking for areas of development.</li> </ul> <p><b>Teaching and learning</b></p> <ul style="list-style-type: none"> <li>Greater use of personalised learning opportunities by using staff specialist skills.</li> <li>Staff trained in 'therapeutic arts' to work with whole staff on aspects of emotional literacy to improve understanding of how this can improve general teaching and learning of all pupils.</li> <li>Improve teaching of drama by resourcing specialist area to enhance communication and interaction skills.</li> <li>Design and introduce a work related learning enterprise activity especially for those pupils unable to access work experience in the community.</li> </ul>	<p><b>Attainment</b></p> <ul style="list-style-type: none"> <li>'Staff understand that PSHE and citizenship are very important to these pupils and take every opportunity to plan for, and reinforce, relevant skills throughout the day. There is a well thought out and age appropriate scheme of work for secondary aged pupils that equips them very well for adult life. PSHE pervades all aspects of the curriculum and contributes significantly to the pupils' social and moral development'. (Ofsted Jan 2005)</li> <li>IEP targets that focus on PSHCE are analysed and reviewed each term. Visits to outside places enhance and enrich the curriculum for all aspects of PSHCE.</li> <li>Links with FE colleges are well established and complement the preparation for life after school.</li> <li>Specific support staff have been introduced to work with individual pupils to aid their personal development even further.</li> <li>All pupils are taught cookery and home management skills, preparing them for healthy living and life beyond school.</li> <li>Healthy Schools Award has just been gained.</li> <li>Work experience and work related learning is integral to the progression and work in KS4, and is appreciated by pupils and parents for its place in developing independence in pupils.</li> </ul> <p><b>Teaching and Learning</b></p> <ul style="list-style-type: none"> <li>'The strong focus on PSHE and citizenship as a part of personal development means that opportunities to make gains relevant to pupils' age and needs are planned into many activities. This has a very positive effect on pupils' achievement, their access to learning and their preparation for life after school. As a result, as they move through the school, they become more independent. Routines such as tutorials, snack time, break and lunch time, after school activities and life skills sessions all help pupils to gain skills they will need for living in the community, including how to socialise appropriately with others.' (Ofsted Jan 2005).</li> <li>Highly skilled support staff who specialise in aspects, i.e. Cookery/life skills, have been supported by the schools well developed CPD work to gain additional qualifications and develop their work.</li> <li>All staff are trained in positive behaviour management- Team Teach. Two members of staff are qualified team Teach trainers.</li> </ul>

### **Curriculum provision and resources**

- 'Support for learning outside the school day is outstanding and supplementary activities give pupils many rich, additional and valuable experiences. There are good opportunities for pupils to improve their personal and social development throughout the school day. PSHE is at the heart of pupils' learning experiences and provision is very good. As well as being successfully taught as a subject, it permeates the school day and provides the foundation for all learning.' (Ofsted 2005)
- Counsellors and specialist support staff work with individuals and groups of pupils to provide extra support for those who need it. A sensory garden and Christopher's Cottage residential facility is used to extend work outside and inside the school day. A wide variety of after school clubs and youth clubs are provided by the school.

### **Opportunities for inclusion**

- Links with the community include: sporting fixtures with mainstream and other special schools, Essex Youth Games, MENCAP, Southend football and rugby clubs, community work at riding for the disabled, Salvation Army, FE Colleges (SEEC and Writtle), Drugs road shows, fund raising for RSPCA, Tsunami victims, hosting men's health days. BATIAS Advocacy Group, Southend in Bloom and many more.
- Individual pupils attend mainstream schools for personalised learning programmes.
- 'The provision for work related learning is very good and prepares pupils very well for life after leaving school. School staff, Connexions and MENCAP advisors support both pupils and their parents in planning for and making decisions about life after school. The PSHE programme includes careers education and this work helps to inform pupils' decisions.' (Ofsted Jan 2005)

### **Leadership and management**

- 'The two co-ordinators lead and manage the subject well. They co-operate effectively and share resources. Assessment is very good because pupils' personal development is monitored frequently through their IEP's.' (Ofsted 2005)

### **Curriculum provision/resources**

- To develop the use of residential facilities to enable greater focus on life skills and individual social skill development programmes.
- To develop the opportunities and facilities for therapeutic arts to enable individual pupils to gain access to specialist work in the school day.
- To equip specific multi-sensory areas to enable the pupils with more significant difficulties with communication and interaction a chance to improve their skills in a purpose built area.
- To equip specific drama area to enable focussed teaching to take place.

### **Opportunities for inclusion**

- To further encourage citizenship principles by involvement in the school council and Southend Youth Parliament where appropriate.
- To increase links with mainstream schools for specific projects involving the arts. To build upon previous work with The Eastwood School and engage in joint drama and arts projects based in their specialist facilities.
- To increase links with girls Grammar school to help them gain a greater understanding of pupils with Communication and Interaction difficulties within this school and their own school.
- To equip a specific meeting/training area for community groups to work in and out of the school day to enable parents groups/community groups to meet.
- To increase the links with local businesses so that they can gain greater awareness of pupils with communication and interaction difficulties and the strengths such pupils have to offer.
- To increase the work related learning opportunities for the pupils unable to access work experience by creating a mini-enterprise experience.

### **Leadership and management**

- Increase the number of staff who are able to work on personalised learning programmes with children who are experiencing specific difficulties.
- Continue to develop links with multi-agency groups such as CFCS, mental health, youth offending teams, BATIAS advocacy groups to benefit pupils.
- Investigate a way of monitoring involvement of each pupil with all activities they are involved in through the progress file or systematic record keeping system.
- Senior staff to use analysis of data about PSD progress to direct teaching to areas of greatest need.

## E1(Continued)

b Please indicate how you currently share effective teaching and learning strategies between SEN strands (specialist and non-specialist) within your school (**maximum** of one page).

- Daily morning briefings from leadership team to all staff.
- Scheduled whole staff training takes place once a week (all LSAs are paid an extra hour to attend). This can be delivered in-house or from outside visitors or trainers.
- Whole school INSET days include all staff and are focussed on issues identified in the SIP or current educational thinking. Training this year has included work on ADHD, Brain Gym, the development of reading, teaching and learning styles, language development, emotional literacy, behaviour management, Team Teach, first aid, school ethos and 'Every Child Matters'.
- Teachers and LSAs have allocated meeting time together to discuss planning and assessment. This will be increased in September 2006 as part of new contracts.
- Half-termly department meetings to discuss pupil progress and development.
- Teaching and pupil resources are of a high quality in all areas of the curriculum, but especially the resources for Literacy, Numeracy and PSHCE.
- Literacy, Numeracy and PSHCE are led and coordinated by highly skilled staff including ASTs.
- ASTs work with other schools, and expertise on autistic spectrum disorders is offered and delivered to other schools.
- The school is a full partner in an ARB of 6 successful schools. Trainees are on a placement at this school and mainstream schools. All trainees from the ARB spend time in the school to observe good practice and a variety of effective teaching and learning strategies.
- ICT training for all staff ensures that all staff have been trained in the use of interactive and SMART whiteboards with current software packages.
- Whole day induction for new staff, before the start of the school year delivered by the leadership team.
- Performance Management within the school involves regular interviews and lesson observations which leads to sharing good practice with colleagues and other schools.
- Regular meetings with other agencies and professionals as part of our multi-agency work.
- The school is involved in work and training for student nurses and local college and university students.
- We are highly committed to CPD. A high proportion of staff are following externally accredited courses in the areas of autism, special education, art and creative therapy and communication and interaction. Staff then disseminate information from their courses through whole school training. The impact of CPD is monitored through informal and formal classroom observations. Specific projects to monitor the use of new approaches are undertaken e.g. SALT has monitored approaches to language development on pupil progress across the school. There are 10 staff undertaking significant, external accredited courses this school year. This includes Masters degrees, Advanced Diplomas in Ed, OU courses, distance learning degrees and diplomas.

c **11-16 schools only:** Please outline your links with existing post-16 providers (e.g. FE Colleges, Sixth Form Colleges, other schools with sixth forms) (**maximum** of one page).

<b>Subject</b>	<b>Existing links</b>	<b>Proposals for extending and strengthening links</b>
<ul style="list-style-type: none"> <li>• Catering course for KS4 students</li> <li>• Social and life skills course for KS4 students (supported by 2 staff from the school)</li> <li>• Animal and plant management for Year 10</li> <li>• Integration and support for our students attending specialist post 16 departments</li> </ul>	<ul style="list-style-type: none"> <li>• South East Essex College (SEEC)</li>   <li>• Writtle Agricultural College</li>   <li>• Doucecroft FE department ( A national Autistic society school)</li> <li>• Lancaster school 16-19 unit</li> <li>• South East Essex V1th Form college.</li>   <li>• All pupils complete a detailed Record of Achievement Portfolio which clearly demonstrates their current ability levels in English, Maths and PHSC.</li>   <li>• A list of current accredited achievements in English, Maths and PHSC is given to enable Post-16 providers to ensure a smooth transition onto the next stage for each pupil e.g. ASDAN is continued and developed in the college environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Improve liaison and transition arrangements for students who are due to attend SEEC- e.g. arranging 'taster' days for our students.</li> <li>• Look at ways to improve awareness and knowledge of college staff on the needs of our students with a range of communication and interaction difficulties.</li> <li>• Liaison with college staff on looking at the range of post 16 courses they currently offer students with a range of learning difficulties.</li> <li>• Build upon already established links to ensure smooth transition and sharing of information. Pupils to attend 'taster' days for familiarisation before they leave school.</li> <li>• To create a format giving a more detailed profile of strengths and areas for development that will be useable by Post 16 providers.</li> </ul>

## E2. School plan

Please set out your plans for development **within the strand** for whole school improvement. Please refer to the guidance for further details of what is expected. (see section D of guidance). Where more than one target is set for each year please insert additional lines where relevant.

### Objective 1

Using data gained on precise assessments, to track groups of pupils and individuals to illustrate good progress. To set targets to raise attainment in all areas of literacy; speaking, listening, reading and writing. To evaluate the impact of whole school training in language development on pupil progress in literacy.

#### Attainment: English/Literacy

Key Stage	Year	Target	Describe how you will implement these targets (use bullet points and short statements)
3	1	<p>a. In KS3 90% of pupils will increase progress by 1 P level or 1 a/b/c intermediate national curriculum level in Speaking.</p> <p>In KS3 90% of pupils will increase progress by 1 P level or 1 a/b/c intermediate national curriculum level in listening</p> <p>In KS3 90% of pupils will increase progress by 1 P level or 1 a/b/c intermediate national curriculum level in Reading</p> <p>In KS3 90% of pupils will increase progress by 1 P level or 1 a/b/c intermediate national curriculum level in writing.</p>	<p><b>Teaching &amp; Learning Strategies</b></p> <ul style="list-style-type: none"> <li>All pupils will have individual, focussed targets in all aspects of English/literacy as part of their IEP's each term.</li> <li>All staff are made aware of individual targets.</li> <li>English/literacy co-ordinators monitor teaching, review progress and analyse progress in all aspects of English</li> <li>Individual pupils have specific focussed support to enable them to overcome the barriers to their learning e.g. a small minority of pupils receive additional teaching in specific reading skills and small groups have additional language development groups.</li> </ul> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>Buy and install computerised record keeping and monitoring programme to enable systematic monitoring of small steps and individual and group targets in all aspects of literacy.</li> </ul> <p><b>Training</b></p> <ul style="list-style-type: none"> <li>Training for all teaching staff on use of assessment tools for each level.</li> <li>Further whole school training on use of augmented communication systems, PECS, cued articulation, MAKATON.</li> <li>Training of systematic delivery of phonological awareness training to be introduced across the school.</li> <li>Training for all staff on language development in all aspects of the curriculum. Impact of training to be monitored by DHT by looking at overall pupil progress in Literacy across the school.</li> <li>Training in the use of new computerised record keeping system which focuses on pupils' experiences as well as knowledge gained and consolidated.</li> </ul>

			<p>Pupil progress to be evaluated/ measured/recorded termly using new computerised record keeping system</p> <p>December 2006, to review whole school scheme of work for English to ensure it meets the needs of current population of pupils. To be completed by July 2007 ready for implementation in September 2007.</p>
<b>2</b>	b.	For 90% of pupils to achieve 83% of their Literacy based IEP targets across the year	<p>Subject leader to review teaching and learning strategies, styles of teaching, schemes of work to ensure they are continuing to meet the needs of pupils now entering KS3 and KS4.</p> <p>To review the appropriateness of the targets set for pupils in the light of the changing population of the school.</p>
<b>3</b>	c.	In KS3 90% of pupils will increase progress by 1 P level or 1 a/b/c intermediate national curriculum level in all aspects of literacy	<p>Subject leader to review teaching and learning strategies, styles of teaching, schemes of work to ensure they are continuing to meet the needs of pupils now entering KS3 and KS4.</p> <p>To review the appropriateness of the targets set for pupils in the light of the changing population of the school</p>
<b>4</b>	d.	In KS3 90% of pupils will increase progress by 1 P level or 1 a/b/c intermediate national curriculum level in all aspects of literacy	<p>Training of additional KS4 staff to teach the Entry Level course.</p> <p>Subject co-ordinator to monitor teaching and learning strategies used with the group.</p> <p>Appropriate course to be found which can meet the needs of the KS4 group</p>
<b>4</b>	e.	For 80% of pupils in KS4 to achieve externally accredited OCR Entry Level English by the time they leave school. To enter 6 pupils for GCSE English	<p>ASDAN co-ordinator to ensure that all pupils are engaged in the literacy based units to completion for accreditation in July 2007. Quality of teaching, learning and work to be monitored by ASDAN co-ordinator.</p>
<b>2</b>	f.	For 75% of pupils in KS4 to complete the literacy based units of ASDAN	<p>September 2008 English co-ordinator to use available data to decide which pupils will be entered for a course that offers the appropriate level of challenge and meets their post school learning needs.</p>
<b>3</b>	g.	For 80% of KS4 pupils to be entered for appropriate externally accredited examination course	<p>September 2009 English co-ordinator to use available data to decide which pupils will be entered for a course that offers the appropriate level of challenge and meets their post school learning needs.</p>
<b>4</b>	h.	For 80% of KS4 pupils to be entered for appropriate externally accredited examination course	

**Provision**

Key Stage	Year	Target	Describe how you will implement these targets (use bullet points and short statements)
3	1	i. To improve attainment in Literacy for those pupils with significant communication and interaction difficulties working at P levels	<p>Increase the range of access to drama for pupils working at P Levels in C &amp; I</p> <p>Specific training in cued articulation/ MAKATON/ PECS for staff working with pupils with most significant difficulties with Communication and interaction.</p> <p>Use of multi-sensory room in communication and interaction centre.</p>
	2	j. Increasing the range of staff with specific skills in language development. Further development of HLTA's to work with specific groups of pupils.	<p>Identifying a range of courses for staff to increase their awareness and understanding of the needs of C and I pupils.</p> <p>On-going training as part of whole school continuous CPD programme</p> <p>Evaluate the impact of the cross-school teacher for language development on the progress of the pupils and skills of the staff.</p>
	3/4	Outline of plans Monitor and evaluate appropriateness of curriculum provision, setting for literacy and skills audit of staff to ensure pupils have access to high quality staff. Monitor options available for externally accredited courses as appropriate to range of pupils currently in cohort.	
4	1	k. To monitor access to drama lessons to ensure all KS4 pupils are able to use specialist staff and drama facilities to enhance communication and interaction skills.	<p>Curriculum mapping/ timetable specific drama lessons for all KS4 pupils .</p> <p>Use of new drama facilities in communication and interaction centre and/or after school drama club.</p>
	2	l. To ensure the coverage of ASDAN modules based upon communication are taught as a unit.	<p>Monitor ASDAN units of work based around literacy, i.e. Information Handling, and ensure pupils have access to schemes of work which reflect their need to develop appropriate skills in communication and interaction in the community.</p>
	3/4	Outline of plans To evaluate the impact of increased provision for multi-sensory work, drama and drama therapy on the skills and progress of the pupils. To track and monitor progress of specific groups of pupils with the most difficulties to ensure they are making good progress. To monitor the provision of externally accredited courses to ensure they are meeting the needs of the current cohort of pupils.	

**E2 (continued)  
Enrichment**

Key Stage	Year	Target	Describe how you will implement these targets (use bullet points and short statements)
3/4	1	m. 100% of pupils in KS3 to take part in visits to local library facilities. Visits and visitors will take place to enhance the role of business and work placements	All KS3 pupils will be taken to local library as part of curriculum coverage. Pupils will be introduced to library facilities and encouraged to join for themselves. This will improve access to outside school provision and encourage greater independence in using public facilities KS4 pupils will have a series of visitors to discuss the nature of their businesses and what is expected of an employee. Pupils to gain a greater understanding of social, personal and communication expectations in the work place. All pupils to have the opportunity of attending a lunchtime or after school drama club in the specialist facility of the Communication and Interaction Centre.
	2	n. 100% of pupils to take part in literacy focussed theme days/ book weeks	Timetabled focussed theme days will give a greater emphasis to the enjoyment of literacy in its widest sense, developing pupils' overall communication and interaction skills.
	3/4	Outline of plans Extend the opportunities for visits which focus on speaking and listening. Map which visits take place for which pupils. Increase the opportunities for the functional use of literacy in a real life environment with interaction with the public and the community.	

**Key Stage 5 (Post-16) Not applicable**

Focus	Year	Target	Describe how you will implement these targets (use bullet points and short statements)
Attainment	1	o.	
	2	p.	
	3/4	Outline of plans	
Provision	1	q.	
	2	r.	
	3/4	Outline of plans	

**E2 (continued)  
Objective 2**

Using data gained on precise assessments, to track groups of pupils and individuals to illustrate good progress. To set targets to raise attainment in all areas of maths, especially in using and applying maths to practical situations.

**Attainment: Maths/Numeracy**

Key Stage	Year	Target	Describe how you will implement these targets (use bullet points and short statements)
3	1	<p>a. For 90% of pupils to achieve 83% of their maths IEP targets across the year</p> <p>For 90% pupils to improve by 1 P level or 1 a/b/c intermediate national curriculum level in using and applying maths</p>	<p><b>Teaching and Learning</b></p> <ul style="list-style-type: none"> <li>Improved assessments and target setting for IEP's. Monitoring of progress by maths co-ordinator. Specific coaching within any areas identified as not making progress</li> <li>Establish clear base-line of skills against P levels and national curriculum intermediate levels. Pupils to be tracked effectively to ensure progress is being made.</li> <li>Increased opportunities for discussion of maths concepts across the curriculum. Increased use of maths concept mapping to develop the language of maths when teaching specific topics within maths.</li> </ul> <p><b>Training</b></p> <ul style="list-style-type: none"> <li>Training in language development for all staff to be used in all subjects to enhance pupil understanding.</li> </ul>
	2	<p>b. For 80% of pupils to improve by at least 1 P level or intermediate level in number, shape and space and handling data.</p>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>Use of computerised tracking system of progress to be fully implemented, and updated on a timely basis.</li> </ul> <p><b>Teaching and learning</b></p> <ul style="list-style-type: none"> <li>For improved target tracking and assessment data to be monitored and evaluated by maths co-ordinator to consider effective teaching and learning strategy training for staff in areas which are not improving as well as others.</li> </ul>
	3	<p>c. For 90% of pupils to achieve 83% of their maths IEP targets across the year</p>	<p><b>Teaching and learning</b></p> <ul style="list-style-type: none"> <li>Maths co-ordinator to monitor and evaluate maths IEP targets for identifying areas of development. Observation of staff on specific areas of maths teaching</li> </ul>

			<ul style="list-style-type: none"> <li>Schemes of work to be evaluated in the light of the changing population of the school to consider the appropriateness of provision.</li> </ul>
<b>4</b>	d.	For 90% of pupils to achieve 83% of their maths IEP targets across the year	<p><b>Teaching and learning</b></p> <p>Pupils to be taught in appropriate groups to ensure curriculum coverage by specialist in maths. Pupils to be monitored for their progress on intermediate modules.</p> <p>To write a scheme of work for maths for life/ practical skills based upon, money recognition, money usage, time telling, using timetables (criterion referenced ).</p> <p>Pupils to be set targets based upon skills gained at end of KS3 and appropriate to their level at end of KS4.</p> <p><b>Resources</b></p> <p>To review and evaluate the externally accredited exam courses in maths to enable pupils to be entered for the course which will best suit their needs and sets an appropriate level of challenge.</p> <p><b>Training</b></p> <p>Maths co-ordinator to monitor pupil progress against IEP targets to ensure they are providing good progress for pupils. To ensure training for non-specialist maths teachers is on-going to teach specific aspects of maths.</p>
<b>4</b>	<b>1</b>	e. 5 year 11 and 10 year 10 KS4 pupils to be entered for maths GCSE.	
	<b>2</b>	f. For 90% of KS4 pupils to achieve their practical/ maths for life, targets set.	
	<b>3</b>	g. For 90% of pupils to be entered for an appropriate externally accredited examination course.	
	<b>4</b>	h. For 90% of pupils to achieve 83% of their maths IEP targets across the year	

**Provision**

Key Stage	Year	Target	Describe how you will implement these targets (use bullet points and short statements)
3	1	i. To enable focussed teaching in aspects of maths to improve understanding of using and applying maths in practical situations	<p><b>Training</b> of all staff on 'concept mapping' and language development across the school.</p> <p><b>Teaching and learning</b></p> <p>Small group teaching using HLTA's or equivalent to ensure specific personalised programmes can be developed.</p>
	2	j. Practical maths activities introduced systematically to improve maths for life skills	<p>Schemes of work which incorporate practical maths for life activities linked to social skills and maths projects. Systematic use of record keeping, monitoring of progress through computerised tracking system which maps experiences as well as areas of knowledge gained and consolidated.</p>
	3/4	On-going training of staff teaching maths to ensure a full understanding of how language can be developed to improve using and applying maths in practical situations. Focussed teaching of practical areas linked to effective target setting for individuals and groups of pupils to ensure progress is maintained at a challenging level for all pupils.	
4	1	k. Setting in groups to ensure focussed teaching can take place according to ability	<p>Maths co-ordinator to review setting and teaching groups for maths at KS4. Groups to be reviewed regularly to ensure appropriate courses are being followed.</p>
	2	l. Links to work related learning and business enterprise to ensure understanding of maths in practical situations Appropriate externally accredited exam courses are entered by 75% of pupils at end of KS4	<p>Small group mini-enterprise activity to be followed in maths curriculum to ensure understanding of maths for life principles, i.e. profit and loss, cost analysis.</p> <p>Maths co-ordinator to review current externally accredited exam courses to ensure appropriate level of challenge is set for pupils.</p>
	3/4	<p>Outline of plans</p> <p>Review and reflect on schemes of work and targets set in light of changing school population. Use of assessment data to monitor progress against targets set. Tracking of specific areas of maths to review staff training needs in particular areas. Review impact of staff training on language development to improve using and applying maths to practical situations.</p>	

**E2 (continued)  
Enrichment**

Key Stage	Year	Target	Describe how you will implement these targets (use bullet points and short statements)
3/4	1	m. 100% of pupils to use maths in the community through shopping/ use of bus and money in practical situations	Monitoring of practical experiences for all pupils to ensure equal access and how maths is effectively used in the community.
	2	n. 100% of pupils to be involved in maths aspects of mini-enterprise or fund raising projects using maths in the community	<b>Teaching and learning</b> Focussed theme days for fund raising for in-school and out of school projects. KS4 pupils to be involved in enterprise activities which raise the profile of maths for life .
	3/4	Extend and increase the range of opportunities for maths for life/ enterprise activities which use maths in the community. Use of links with projects for development of social skills, home management and residential visits to enhance the curriculum in practical areas. Pupils to be tracked and monitored for their individual and group involvement in such projects	

**Key Stage 5 (Post-16) Not applicable**

Focus	Year	Target	Describe how you will implement these targets (use bullet points and short statements)
Attainment	1	o.	
	2	p.	
	3/4	Outline of plans	
Provision	1	q.	
	2	r.	
	3/4	Outline of plans	

**E2 (continued)  
Objective 3**

To continue to provide high quality learning experiences which develop pupils personal, social and health related skills in all aspects of the school experience. To develop greater use of personalised learning programmes for pupils with the most significant levels of difficulties. To make greater use of residential and social and life skills programmes to track, monitor and develop each pupils' individual level of progress in PSHCE.

**Attainment: PSHE**

<b>Key Stage</b>	<b>Year</b>	<b>Target</b>	<b>Describe how you will implement these targets (use bullet points and short statements)</b>
<b>3</b>	<b>1</b>	a. For 90% of pupils to achieve 83% of their IEP targets focussed on their personal and social development	<b>Teaching and learning</b> Pupils to be more involved in reviewing their own progress against PSHCE targets and be involved in discussing new targets for each term. All staff to continue to be aware of PSHCE based targets for all pupils so that they can be worked upon in all school situations.
	<b>2</b>	b. For a base-line of assessment against national scales of PSHCE to be developed which will allow tracking of progress to be made.	<b>Teaching and learning / resources</b> Develop effective base-line data on personal social development, in conjunction with other schools/ FE colleges using social skills checklists. Use this to set challenging targets for individuals and groups of pupils, tracking and monitoring progress through use of computerised record keeping system.
	<b>3</b>	c. For 90% of KS3 pupils to move up at least 1 level of PSHCE scales	<b>Training</b> Effective monitoring and target setting by all staff. Training in the use of assessment techniques for PSHCE. Tracking of experiences and progress in all areas of the curriculum.
	<b>4</b>	d. For 75% of pupils to be involved in at least 1 residential experience which allows a combination of skills to be used.	<b>Resources</b> Provision of residential experiences in or out of school site. Staff to monitor and assess ability of pupils to use PSHCE skills in real life situations to effectively communicate with members of the public and interact appropriately to meet their needs.
<b>4</b>	<b>1</b>	e. for 100% of pupils to gain ASDAN Bronze award For 90% of pupils to achieve 83% of their IEP targets focussed on their personal and social development	<b>Teaching and learning</b> Pupils to be given specific support/ lesson in the curriculum to achieve Bronze award and ASDAN coordinator to track and monitor progress towards achievement. Pupils to be more involved in reviewing their own progress against PSHCE targets and be involved in discussing new targets for each term. All staff to continue to be aware of PSHCE based targets for all pupils so that they can be worked upon in all school situations

	<b>2</b>	f. for 90% of pupils to gain ASDAN Bronze award For 90% of KS4 pupils to move up at least 1 level of PSHCE scales	<b>Teaching and learning</b> Pupils to be given specific support/ lesson in the curriculum to achieve Bronze award and ASDAN coordinator to track and monitor progress towards achievement. Effective monitoring and target setting by all staff. Training in the use of assessment techniques for PSHCE. Tracking of experiences and progress in all areas of the curriculum
	<b>3</b>	g. for 80% of KS4 pupils to be entered for some form of externally accredited certification in PSHCE	<b>Teaching and learning</b> ASDAN coordinator to review effectiveness of modules at Bronze level to meet the needs of current cohort of pupils. To identify appropriate accredited modules in PSHCE for pupils to complete.
	<b>4</b>	h. For 75% of pupils to take part in a work experience or work related learning programme	KS4 coordinator to monitor involvement of all pupils in work related learning experiences as appropriate to the needs of this cohort of pupils.

#### Provision

Key Stage	Year	Target	Describe how you will implement these targets (use bullet points and short statements)
<b>3</b>	<b>1</b>	i. To increase the range of activities on offer.	Develop a base line of attendance at after school clubs/ youth clubs and activities and encourage those who do not attend to access the arrangements.
	<b>2</b>	j. To increase the number of pupils who have access to small group specific social skills development work with a range of staff.	<b>Resources</b> Further develop the range of staff able to offer small group social skills work within the school day. Increase the range of co-educators and or HLTA's who work with small groups.
	<b>3/4</b>	Monitor the involvement of all pupils Monitor and evaluate the tracking of progress of specific areas of PSHCE development through the computerised tracking system to see if there are any areas of specific training and development needed by staff.	Monitor the involvement of all pupils in enrichment activities and the effect this has on their personal and social development.
<b>4</b>	<b>1</b>	k. To vary the opportunities for work related learning in the community.	To obtain a baseline of involvement in work related and community involvement for each pupil. To increase opportunities within school by involvement in business enterprise activities.
	<b>2</b>	l. To increase the number of pupils involved in residential experiences that allow use of social skills opportunities in a real life setting	To offer all pupils the opportunity to take part in residential visits using Christopher's Cottage or other external provider. To prepare and write schemes of work around the residential experiences that utilise all skills involved in effective communication of need in the community.

	<b>3/4</b>	<p>Outline of plans</p> <p>To make greater use of specialist communication and interactions rooms to allow pupils access to multi sensory experiences and or drama rooms to improve communication. To make greater use of Christopher's Cottage for a wider group of pupils to enable practice of a range of personal and social development skills in a real life situation with experienced staff. To monitor progress of the pupils through effective tracking of skills ensuring good rates of progress are maintained by a high percentage of pupils.</p>
--	------------	--

## E2 (continued)

### Enrichment

<b>Key Stage</b>	<b>Year</b>	<b>Target</b>	<b>Describe how you will implement these targets (use bullet points and short statements)</b>
3/4	<b>1</b>	m. To maintain/ increase the number of pupils involved with outside groups.	<p>Monitor and evaluate the opportunities taken in all areas of the curriculum to enrich all aspects of learning.</p> <p>Set up a record keeping system which allows a tracking of involvement with outside groups and each pupil's involvement with after school clubs, sporting activities and work related learning experiences.</p>
	<b>2</b>	n. To increase the number of pupils offered residential experiences that allow use of social skills in a real life setting	Planned opportunities to use Christopher's Cottage for social and life skills programmes for personalised learning.
	<b>3/4</b>	<p>Outline of plans</p> <p>To monitor and maintain the rich variety of enrichment activities in the arts, work related learning, residential experiences, sporting events and social events for all pupils to be involved in. To enhance the number of activities with community groups or mainstream schools which involve individual pupils or groups of pupils.</p>	

**Key Stage 5 (Post-16) not applicable**

Focus	Year	Target	Describe how you will implement these targets (use bullet points and short statements)
<b>Attainment</b>	1	o.	
	2	p.	
	3/4	Outline of plans	
<b>Provision</b>	1	q.	
	2	r.	
	3/4	Outline of plans	

## Objective 4 Whole School Improvement

- To deliver training and development to all staff in communication and interaction skills across aspects of the curriculum which enables them to raise standards in this area, and which has an impact on standards achieved by pupils in all key areas of the curriculum.
- To enable a wider range of staff to work on personalised learning programmes with individual pupils to enable focussed work for those pupils with the most challenging behaviour.
- To gain a greater understanding of ADHD and how this affects all aspects of communication skills and interaction with the community in its broadest sense.
- To enable gains in all aspects of English, Maths, PSHCE to stretch pupils through the interconnectivity of these subjects. To measure precisely gains in all areas, monitoring progress over time, allowing SMART target setting in all areas which improves communication and interaction skills in all situations.

## E2 (Continued) Whole School Improvement

### Attainment

Key Stage	Year	Target	Implementation - this should include how the specialist subjects will share best practice across the curriculum.
3	1	a. For 90% of pupils to achieve 83% of their IEP targets in English, maths and PSHCE	<p><b>Teaching and learning</b></p> <p>Pupils to be aware of their targets and negotiate with form tutors when they have achieved them through focussed tutorials at the beginning and end of each term.</p> <p><b>Training</b></p> <p>Further staff training on writing SMART targets which both challenge pupils, and give good opportunities to achieve.</p> <p><b>Resources</b></p> <p>All classrooms to have interactive whiteboards to enable effective use of ICT in all teaching situations where appropriate.</p>
	2	b. For 80% of KS3 pupils to move up at least 1 P level or intermediate a/b/c/ level of the national curriculum in all core subjects. (English, maths, PSHCE, ICT and Science)	<p><b>Training:</b> Staff training on use of new computerised tracking system which monitors experiences and gains in all aspects of core curriculum.</p> <p><b>Resources :</b> Use of computerised tracking system of progress to be fully implemented, and updated on a termly basis.</p> <p>For improved target tracking and assessment data to be monitored and evaluated by DHT and to consider effective teaching and learning strategy training for staff in areas which are not improving as well as others.</p>

	3	c. For all pupils who are working at above P 15 on PSHCE to increase level of social skill development	<p><b>Teaching and learning</b> After developing the social skills checklist with other schools, FE, to monitor pupil progression on criterion referenced basis. To monitor involvement in enrichment activities for progress file.</p>
	4	d. To create a range of experiences in MFL which enhance communication skills.	<p><b>Teaching and learning</b> MFL coordinator to review current practices and languages taught in the school. To consider the implementation of teaching MAKATON or BSL as a MFL to enhance communication skills for all pupils. All staff to be involved in constant updating of skills in augmented communication systems to be used across the curriculum where appropriate.</p>
4	1	e. For 100% of pupils to be engaged in a work related learning project or work experience according to ability to work independently.	<p><b>Teaching and learning</b> Provision of enterprise education modules as part of the KS4 curriculum if pupils are unable to complete work experience independently. Supported work experience for individual pupils as appropriate. Staff training on designing enterprise modules which coordinate principles of business and enterprise practices.</p>
	2	f. For 80% pupils to be entered for appropriate range of externally accredited examination courses in a range of subjects	<p><b>Teaching and learning</b> All core subject coordinators to constantly review appropriate external examinations in the light of the abilities of the cohort of pupils at this time. To set appropriate challenges which accredit the abilities of the pupils.</p>
	3	g. For 75% of pupils to meet IEP targets in PSHCE relating to working with others.	<p><b>Training</b> Staff training and communication about the specific nature of IEP targets on relating and working with others.</p>
	4	h. For 80% of pupils to meet criterion referenced social skills checklist targets before leaving school.	<p><b>Teaching and learning</b> Staff to have developed challenging criterion referenced social skills checklist which pupils can work towards in various curriculum areas. Pupils to be aware of skills required for meeting criterion and in which lessons they will work on these particular skills and when they can be met across the curriculum.</p>

## Business / Employer Involvement

Key Stage	Year	Target	Implementation – please include name and address of businesses/relevant partners.
All	1	i. Year 9 pupils to take part in an- Introduction to work Day which will prepare them for expectations in the work place and college environment. Social expectations and levels of support to be emphasised.	<p><b>Resources</b></p> <p>PSHCE scheme of work to show how Connexions advisor and office will be involved in aiding planning steps for life after school.</p> <p>Improved transition planning as pupils move into KS4.</p> <p>Pupils to meet with local businesses to discuss expectations of the work place.</p>
	2	j. KS4 pupils to include a module each year related to WRL and business enterprise. This would enable pupils to gain a greater understanding of the world of work in a practical setting. The mixture of work experience, work placements, work experience and mini-enterprise would be explained and tailored to each pupil throughout KS4. The module of WRL would be a reflection on how this fits together to gain a greater understanding of expectations in the wider world.	<p><b>Resources</b></p> <p>WRL coordinator to establish a local database of businesses suitable for visits/visitors in association with Project Trident, including Tesco, Waitrose, MENCAP shops, local cafes and restaurants, garden centres</p> <p>Individual pupils to complete blocks of work experience or work shadowing projects as appropriate to individual personalised learning programmes.</p> <p>Mini-enterprise budget to allow preparation of materials and involve visits from employers</p> <p>Summer term mini-enterprise to be set up and run across curriculum areas involving planning of all KS4 staff which monitors and evaluates pupil involvement and progress during the project.</p> <p>All staff to be involved in target setting and reviewing communication and interaction improvements for each pupil.</p>
	3/4	Outline of plans To offer more flexible placements according to pupil cohort and individual abilities. Possible extended work placements for those who need it, part work and college based placements. Links with Prospects college/ Thorpe Bay school, independent 14-16 education providers, for those who are able to attend this placement. Continued links with SEEC college and Writtle agricultural college where these are relevant and pertinent to the needs of the pupils.	

**E2 (continued)**

**Objective 5 (optional)**

[please outline objective, associated targets and how you will deliver these targets]

**E3. School plan: Brief outline of intended use of Year 1 (2006/07 academic year) specialist school annual grant (see paragraph 31 of guidance.**

Item	Cost (£)
Additional staff resources (teaching staff)	
<b>.5 FTE teacher to release staff to implement the plans</b>	<b>£15,893</b>
Additional staff resources (non-teaching staff)	
<b>.4 HLTA to coordinate the use of the communication and interaction centre</b>	<b>£7,114</b>
Staff development	
<b>Delivery of 1 ten session ELKLAN speech and language course for new staff who have taken up post since April 2006, Release time for own staff for training, advice and support roles – 10 days x £175</b>	<b>£1,243 £1,750</b>
Equipment and materials in specialist subjects	
<b>Consumables and replacement budget for equipment in multi-sensory rooms.</b> e.g. Lights, bubbles, clay, mirrors, puppets for individuals and sound and texture equipment to be used in the centre. Consumable multi-sensory materials would be used each year and need replacement.	<b>£2,500</b>
Other	
<b>ICT Set-up Support</b>	<b>£1,500</b>
<b>Total</b>	<b>£30,000</b>

## **Section F: Community plan**

### **F1. Community plan: audit**

Please see Section C of the guidance for details of the areas you are required to cover in your community audit.

Paragraph 39 explains about the definition of community. Your community audit should reflect how and why you have defined your community in the way that you have.

- a** Please summarise any consultation about learning needs which you have had with partner schools and community organisations mentioned in your community plan or other relevant organisations e.g. local Learning Skills Council or Regional Development Agency. (**maximum** of one page).

We have consulted with all our partners through telephone, face to face conversations and meetings. We have undertaken liaison over the nature of support that we would like to continue to develop with our partners and discussed possible areas of enrichment, training, shared raising of attainment for pupils with communication and interaction difficulties, breaking down the barriers to inclusion of pupils/young people with C & I difficulties, and how to meet the needs of our partners.

Each main partner has had a meeting with the Headteacher laying out the possible areas of support and development and then the programme has been adapted according to their wishes and what we could offer as a specialist school.

We are building upon current practice with our long standing partners to develop our vision. We wish to enhance the quality and quantity of our links with our partners by building on current practice and extending it.

#### **Current practice**

- Staff from partner schools visit and observe good practice in working with pupils with C & I difficulties
- All Graduate Trainee Teachers from Eastwood & Leigh ARB spend time in the school observing good practice and how to differentiate appropriately for pupils, as well as receiving specific training in this area.
- Nursing students from Anglia Ruskin University spend time on placement at the school to learn good practice when working with C & I pupils
- AST's give advice on specific programmes for individual pupils in mainstream partner primary and secondary schools
- School provides specific advice for pupils with severe C & I needs through LA contract to deliver advice to mainstream schools.
- School provides training venue and focus of meetings about various aspects of communication and interaction needs.

#### **The vision for the community aspect of the Specialist Special School**

- To enhance the school's ability to act as a catalyst in developing effective educational practice in the area of Communication and Interaction for the schools and community of Southend and the surrounding areas.
- Provision of a communication and interaction centre to focus meetings, knowledge and training on aspects of C & I difficulties.
- Closer working links with a number of neighbouring partner mainstream schools/ multi-professional groups.
- CPD opportunities for neighbouring schools in specific aspects of developing their skills to work more effectively with pupils with C & I difficulties.
- Focus of information gathering about C & I difficulties and local, regional facilities/provision
- Closer partnerships with members of the local community and businesses resulting in increased understanding and awareness of potential of children/young people with C & I difficulties.

## B Partnerships with other schools or wider education/community partners

Please list the names of the establishments which you intend to partner as part of your community plan. Please outline what you are currently doing with each of them to collaborate on teaching and learning activities in the SEN strand areas, and identify areas where this needs to be developed (**maximum** of two pages).

<b>Partner 1: Neighbouring mainstream secondary school who has a Learning Resource Base (Shoeburyness High school)</b>	
<p style="text-align: center;">Strengths</p> <ul style="list-style-type: none"> <li>• Links with school already established</li> <li>• Support and advice for individual pupils has been on-going through the use of our AST team</li> <li>• Training has been undertaken with the partner school on their request.</li> </ul>	<p style="text-align: center;">Areas needing improvement</p> <ul style="list-style-type: none"> <li>• Development of complementary working practices that will enhance the provision for pupils with communication and interaction difficulties, to enable a wider range of staff to work more effectively with pupils with these difficulties across the curriculum.</li> <li>• Raising the standards of achievement and levels of inclusion of pupils with communication and interaction difficulties in Shoeburyness High School, especially within the newly established Learning Resource Base. The school is currently in need of support in developing its practice after its most recent Ofsted inspection. To raise the expectations about behaviour, attitude to work and ability of pupils to gain from the curriculum and from the social experiences of being in a mainstream school.</li> <li>• Supporting staff to develop greater confidence with differentiation to enable pupils with communication and interaction difficulties to access the curriculum more effectively.</li> <li>• Providing joint development and delivery of training packages for a range of staff, which could include ADHD, ASD, dyslexia, assessment and social and life skills personalised learning programmes for C &amp; I pupils.</li> </ul>

- To provide a Team-Teach training course for all staff so that they are more confident in the developing of positive relationships with pupils with challenging behaviour and in challenging circumstances.
- Specific links with the Learning Resources Base in Shoeburyness School to develop complementary working practices that will enhance the provision for pupils with communication and interaction difficulties in Southend. This could include staff exchanges, good practice modelling and staff coaching.

Partner 2: Neighbouring primary schools:; Barons Court Infant School, Edwards Hall Primary School	Strengths	Areas needing improvement
<ul style="list-style-type: none"> <li>• Links with schools already established</li> <li>• Support and advice for individual pupils has been on-going through the use of our AST team and the specific ASD contract with the LA</li> <li>• Some training has been undertaken with these partner schools on their request.</li> <li>• Inclusion opportunities have been undertaken in the past and have led to successful social opportunities.</li> <li>• Individual pupils have been supported in a return to mainstream schooling.</li> </ul>	<ul style="list-style-type: none"> <li>• Providing on-going inclusion opportunities for primary aged pupils from The St. Christopher School to raise awareness of the social, communication and interaction needs of pupils in the wider community. For staff, pupils and parents from the primary schools to gain an understanding of their own pupils with communication and interaction difficulties and to be able to place these difficulties in 'context'.</li> <li>• Development of complementary working practices that will enhance the provision for pupils with communication and interaction difficulties.</li> <li>• Raising the standards of achievement and levels of inclusion of pupils with communication and interaction difficulties in mainstream schools</li> <li>• Supporting staff to develop greater confidence with differentiation to enable pupils with communication and interaction difficulties to access the curriculum more effectively</li> <li>• Providing joint development and delivery of training packages for a range of staff, which could include ADHD, ASD, Team-Teach (positive handling strategies), dyslexia, assessment and social and life skills personalised learning programmes for C &amp; I pupils.</li> <li>• Run a complete Team-Teach course for all staff to enable them to be more confident when dealing with pupils who have challenging behaviour,</li> </ul>	

### Partner 3: Temple Sutton Primary School and Learning Resource Base

#### Strengths

- Links with school already established
- Partnership with the Eastwood & Leigh ARB, including training and development of GTP's means that teachers are jointly placed in Temple Sutton School and our school to complete their training.
- This has increased the knowledge base of GTP's and Temple Sutton School has employed at least 2 of the trainees based at our school as full time members of staff after they have completed their training
- Support and advice for individual pupils has been on-going through the use of our AST team.

#### Areas needing improvement

- Increased knowledge of the difficulties facing pupils with communication and interaction needs, and how to overcome them, through providing specific training packages and training placements for Graduate Teacher Trainees who are placed jointly with The St. Christopher School and in Temple Sutton Primary School .
- Raising the standards of achievement and levels of inclusion of pupils with communication and interaction difficulties in mainstream partner schools with Learning Resource Bases.
- Sharing resources and teaching and learning strategies which are successful with pupils with C & I difficulties.
- Supporting staff to develop greater confidence with differentiation to enable pupils with communication and interaction difficulties to access the curriculum more effectively
- Providing joint development and delivery of training packages for a range of staff, which could include ADHD, ASD, Team-Teach (positive handling strategies), dyslexia, assessment and social and life skills personalised learning programmes for C & I pupils.
- Links with specific Learning Resource Base in Temple Sutton Primary School to develop complementary working practices that will enhance the provision for pupils with communication and interaction difficulties in Southend. This could include staff exchanges, good practice modelling and staff coaching. This would allow the practice of working with pupils with C & I difficulties to be enhanced in the mainstream environment, so that such pupils can make good progress in their social and personal skills as well as their learning in English and Maths.

**Partner 4: The Eastwood School (Specialist Performing Arts and PE school), St. Thomas More High School, (Catholic Boys School)**

Strengths	Areas needing improvement
<ul style="list-style-type: none"> <li>• Inclusion opportunities have been undertaken in the past and have led to successful outcomes for individual pupils and for small groups of pupils.</li> <li>• Individual curriculum access for pupils. Pupil G last year (KS4, 2005) gained 3 GCSE's in English and ICT (narrowly missing an A grade by 1 mark, and a B grade by 1 mark). He was supported by this school and St. Thomas More throughout KS4.</li> <li>• Individual inclusion opportunities for social interaction at The Eastwood School.</li> </ul>	<ul style="list-style-type: none"> <li>• Greater opportunities for inclusion of pupils with communication and interaction difficulties into specialist music and drama facilities at The Eastwood School (Specialist Performing Arts School). Pupils from The St. Christopher School to gain access to specialist facilities and teaching and to be included in a 'sheltered' mainstream environment.</li> <li>• Raising awareness of staff and students at The Eastwood School and St. Thomas More High School, by promoting disability awareness and the strengths of pupils/young people with communication and interaction needs.</li> <li>• Increased opportunities for inclusion for pupils with communication and interaction difficulties through access to areas of the curriculum for individual pupils at St. Thomas More High School. Individual pupils or small groups of pupils would have the opportunity to access specific curriculum areas/teaching within the mainstream environment. This would enhance their possible success in accredited courses and prepare students for being included into the wider community when leaving school at 16.</li> <li>• Greater support for transition planning for year 6 to 7, or post 16 and post 18 into university or employment through development of specific life and social skills training packages for pupils with communication and interaction difficulties, but who are operating within a mainstream school environment. By developing individual or small groups tailored packages of support for social and life skills training, mainstream pupils with C &amp; I difficulties who are 'surviving' in mainstream would be better prepared and included in the overall educational setting. Personalised learning packages for individuals would enable a smoother transition onto the next stage of their education.</li> </ul>

- Providing joint development and delivery of training packages for a range of staff, which could include ADHD, ASD, Team-Teach (positive handling strategies), dyslexia, assessment and social and life skills and personalised learning programmes for C & I pupils. Such training , with a range of schools would enable a dialogue of interaction and development of complementary teaching and learning strategies to take place, raising expectations and overall standards for pupils across the schools involved.

<b>Partner 5: Westcliff High School for Girls (Grammar school and specialist Science and engineering school)</b>	
Strengths	Areas needing improvement
<ul style="list-style-type: none"> <li>• Work has been undertaken with Westcliff High School for Girls to give advice and support for able pupils who have ASD and associated social and interaction difficulties. Links already established.</li> <li>• Specialist support for individual pupils has been requested and given. This was specifically for pupils operating in the mainstream grammar school environment who had social and communication difficulties.</li> <li>• Links are well established through the partnership of the ARB. All graduate trainee teachers spend a morning observing teaching and practice within the special school environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Greater support for transition planning for year 6 to 7, or post 16 and post 18 into university or employment through development of specific life and social skills training packages for pupils with communication and interaction difficulties, but who are operating within a mainstream school environment. Personalised learning packages for individual pupils would enable them to make a smoother transfer between stages in education. Raising awareness of the possible areas of difficulty and strengths of pupils with C &amp; I difficulties would enable a wider range of staff to be able to offer support and raise expectations for the pupils.</li> <li>• Support and guidance for parents of academically able pupils who also have social and communication difficulties. Guidance through the use of the communication and interaction centre information and database on aspects of transfer from school to work and university and college and support which is available when the transfer is made.</li> <li>• Increased transfer of knowledge, and increased awareness of disabilities in the community through participation of 6<sup>th</sup> form pupils from Westcliff High School for Girls in work related learning opportunities at Christopher's Cottage, work experience, Duke of Edinburgh community work, employment opportunities at weekends and holidays. Through increasing their own knowledge more pupils will be able to aid and understand the needs of pupils who present communication and interaction needs within the grammar school environment.</li> <li>• Graduate Teacher Trainees to spend a longer block of time working in the special school to observe good practice with pupils with communication and interaction difficulties. A comparative paper to recognise the principles of 'good teaching' could be written to point out the commonalities of teaching principles.</li> </ul>

**c Support for and work with partners such as community groups, local and regional networks of multidisciplinary services, and statutory and voluntary agencies etc. This will provide the basis for planning objectives B, C, D and E.**

Please list the groups in your local community which you have identified for support in the plan. Please outline what learning activities in the specialist subjects are currently being provided by your school or other local agencies for these specific groups, and ways in which learning experiences in the specialist strands could be extended (**maximum** of one page), based on consultation.

<b>Community Group: Parents of pupils who attend The St. Christopher School and parents of other pupils who have communication and interaction difficulties in the Southend Area</b>	Areas for Development
Existing Provision	Areas for Development
<ul style="list-style-type: none"> <li>• Good relationships exist between staff and the parents.</li> <li>• Workshops/ parental support meetings have been arranged and are well attended.</li> <li>• Early years/first identification ASD groups, run by social services have received specific input from staff in the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Establish and maintain a point of support and contact for parents of pupils with communication and interaction difficulties .</li> <li>• To provide access to information about a range of local, regional and national provision for children/young adults with communication and interaction difficulties</li> <li>• To provide a centre for meetings and access to information.</li> <li>• To facilitate a centre for parental support, providing specific input where asked.</li> </ul>

**Community Group: Multi-agency support/ professionals designated to the school**

Existing Provision	Areas for Development
<ul style="list-style-type: none"><li>• School is a full member of the Southend Multi-agency professional group and attends twice/ three times a month giving input to other schools and services.</li><li>• Other services/professionals have a strong positive relationship with the school.</li><li>• Library of books, periodicals and journals used by other professionals currently as a source of information.</li></ul>	<ul style="list-style-type: none"><li>• To develop a centre within the school from which professionals can operate and be accessed by parents/carers/community groups from the school.</li><li>• Communication and Interaction centre to be a venue for parents, other professional groups including, speech therapy, Youth Offending Team, Counsellors, co-educators, art and drama therapists, Connexions advisors, BATIAS advocacy service , MENCAP, school health.</li><li>• Communication and Interaction centre to have a library of resources providing information about communication and interaction difficulties and provision locally, regionally and nationally.</li><li>• Some meetings for parents and partner schools to be run from the communication and interaction centre.</li><li>• An identified designated member of staff to liaise with other services to organise the booking and use of the centre and the organisation of resources.</li></ul>

Community Group: Graduate Teacher Training- Eastwood & Leigh Accredited Recommending Body/ Nurses on placement from Anglia Ruskin University, Students from South East Essex College on the SEN degree course	Areas for Development
<p>Existing Provision</p> <ul style="list-style-type: none"> <li>• School is a full partner in the ARB</li> <li>• Graduate Teacher Trainees are placed for direct training at this school and mainstream schools.</li> <li>• Deputy Head teacher is the designated training manager for the ARB, and quality control board member.</li> <li>• Training of all mentors for the ARB</li> <li>• Six members of staff are trained mentors to GTPs</li> <li>• Staff from this school provide specific input into the following areas: SENs, educating gifted and talented pupils, dyslexia, History, working effectively with LSAs, professional values and practice, Every Child Matters.</li> </ul>	<ul style="list-style-type: none"> <li>• All Graduate Teacher Trainees to have at least a one day placement at this school to gain direct experience of working with pupils with communication and interaction difficulties.</li> <li>• Greater degree of input into the training of all GTPs in the ARB on special needs and communication and interaction needs in detail</li> <li>• All trainees to be offered access to the in-school programme of CPD on aspects of communication and interaction.</li> <li>• Input into the SEEC degree course on specific training on communication and interaction difficulties.</li> <li>• Nurses on placement at the school and Christopher’s Cottage to be given an information package about the nature of pupils with communication and interaction difficulties.</li> </ul>

## F2. Community plan

Please set out your plans for development within the specialist subjects focusing on learning outcomes (**maximum** of 10 pages). As set out in the guidance (Section C). Where more than one target is set for each year please insert additional lines where relevant.

### Objective A: Strong and active partners in a federation or similar link arrangement of local primary/secondary/special school/colleges/training providers

[outline objective] To raise the standards of achievement and opportunities for inclusion of pupils with communication and interaction difficulties in mainstream and local special schools. To work with teachers and learning support assistants in the wider educational area of Southend. To be a catalyst in disseminating information and good practice of our developing expertise in matching teaching and learning strategies to pupils with these specific needs .

	Year	Target	Describe how you will implement these targets (use bullet points and short statements)
1	<p>a) Establish a base line of information on numbers of pupils with communication and interaction difficulties (ASD, ADHD, Speech and Language) as their principle identified area of need in our partner schools.</p> <p>b) Identify training needs for each partner school based on data collected .e.g. Team Teach, PECS, Makaton, dyslexia.</p> <p>c) Plan and deliver identified training over a period of time, according to each schools' requirements.</p> <p>d) Identify level of support for individual pupils and members of staff to meet pupils' needs within the partner schools.</p> <p>e) Improve target setting for individual pupils to include SMART targets in specific areas of literacy, numeracy and PSHCE</p> <p>f) Develop top-up training programme in Team Teach, Positive Handling for schools who have already undertaken initial training.</p>	<ul style="list-style-type: none"> <li>• Design data collection sheets about pupils with identified communication and interaction needs in partners schools.</li> <li>• Distribute data collection sheets for staff .</li> <li>• Visit each school/partner to discuss data, moderating level of need and how information has been defined.</li> <li>• Disseminate and publish results to partner schools regarding the level of need and training required.</li> <li>• Agree initial training plan with each partner school. including when, where and number of staff involved.</li> <li>• Begin delivery of staff training</li> <li>• Discuss with each partner school support for individual pupils. CPD for staff so that they can support more themselves and rely less on external advice.</li> <li>• Use of computerised assessment procedures using small steps tracking of pupil progress to predict outcomes and next steps for individuals and small groups.</li> <li>• Discussion with partner schools over level of need to complete top-up training to keep accreditation up to date.</li> </ul>	

	<b>2</b>	<p>a) Adjust and modify training programmes to meet the needs of the partner schools</p> <p>b) Review level of support for individual pupils and members of staff to meet pupils' needs within the partner schools.</p>	<ul style="list-style-type: none"> <li>• Meetings, discussion, questionnaires to partner schools to discuss training needs, according to new staff joining the school and numbers of pupils with communication and interaction difficulties.</li> <li>• Continue training programme and include some sessions on more specific aspects such as PECS, MAKATON, and Cued Articulation as necessary to partner school.</li> <li>• Discuss with each partner school support for individual pupils.</li> </ul>
	<b>3</b>	<p>a) Update the base-line information level of need within the partner schools with moderation of level of Communication and interaction difficulties.</p> <p>b) Identify levels of school training needed, including top-up training for staff who have already completed initial training.</p>	<ul style="list-style-type: none"> <li>• Adjust school data collection and investigate level of need for individual support and staff development.</li> <li>• Discuss with each school SENCO, CPD manager, senior staff the level and need for continued staff training and development.</li> </ul>
	<b>4</b>	<p>a) Monitor outcomes for pupils at transition points, 11, 14, 16, and 18. to establish what routes have been followed and retention levels in other settings.</p>	<ul style="list-style-type: none"> <li>• Data collection regarding pupils who have received support and progress against starting points of literacy, numeracy and PSHCE.</li> <li>• Data collection about transition points and progress pupils have made in new school/college situations</li> </ul>
		<p>Outline of plans -continuing support for individual pupils as required, moving to focus on staff development and training so that more pupils with communication and interaction difficulties are included in all mainstream situations. Collection of data about pupil progress in literacy, numeracy and especially PSHCE.</p>	

**Objective B: strong and active partners in local/regional networks of multi-disciplinary services, statutory and voluntary agencies.**

[outline objective] To equip and develop the communication and interaction centre as a base for parents, multi-professional use, for groups to meet and disseminate good practice . To develop training/information packages that would be useful for a range of staff working with pupils with communication and interaction difficulties.

Year	Target	Describe how you will implement these targets (use bullet points and short statements)
1	<p>a) To equip and resource the communication and interaction centre.</p> <p>b) To encourage the communication and interaction centre to be used by small groups/ organisations outside school.</p> <p>To include parents of pupils within the school, parents of pupils with C &amp; I difficulties who attend mainstream schools, social, communication and interaction skills groups of pupils/ young adults who attend mainstream and other special schools.</p> <p>Groups to build a sense of identification and understanding of their own difficulties in the wider environment. It would allow a specific area where they could go to gain information, support and advice. The development of shared support strategies, and a specific 'place/centre' which would provide an identified focus about their particular special need.</p> <p>c) To establish and develop specific links with other services i.e. Children with Disabilities Team (Social Services) ASD steering group, Youth Offending Team officers, MENCAP, BATIAS advocacy service, Connexions, CFCS, health services , including mental health, for children.</p>	<ul style="list-style-type: none"> <li>• To find appropriate equipment for the multi-sensory areas</li> <li>• To install multi- sensory equipment</li> <li>• To refurbish all meeting areas</li> <li>• To refurbish small group and individual work areas</li> <li>• To refurbish library area with appropriate shelving</li> <li>• To equip with computers, radio link for internet use and telephone links</li> <li>• To gather appropriate books, journals, CD's and subscribe to new journals</li> <li>• To publish the nature of the centre and what would be available for groups, including timetable of when it is available.</li> <li>• For a dedicated member of staff to keep the time table of when the centre is available and to coordinate bookings.</li> <li>• To begin to create a data base of information about communication and interaction difficulties and resources</li> </ul>

	<b>2</b>	<p>d) To develop a programme of work shadowing between different services to share good practice and enhance the joined up working with pupils/young people with communication and interaction difficulties</p> <p>e) Review the quality of the data base and knowledge base of information created.</p>	<ul style="list-style-type: none"> <li>• Discuss with partners and other agencies about setting up opportunities for shared practice.</li> <li>• Staff time to coordinate work shadowing opportunities</li> <li>• Questionnaire to partners/ outside groups about the data base, who used what , where and when and its effectiveness.</li> </ul>
	<b>3</b>	<p>f) To extend the programme of work shadowing opportunities to more multi-professional groups and services with a series of multi-agency staff.</p>	<ul style="list-style-type: none"> <li>• Discuss and extend practices of work shadowing with multi-agency staff</li> </ul>
	<b>4</b>	<p>g) Build on existing links to coordinate local/regional networks of facilities and practices with children/young people with communication and interaction difficulties.</p>	<ul style="list-style-type: none"> <li>• Questionnaire about use of library and data base of information. Review with use of communication and interaction centre by groups within the school and outside groups through questionnaire and discussion.</li> </ul>
		<p>Outline of plans: To equip, resource and organise a communication and interaction centre that can be used by a variety of groups and agencies as a centre of information that is responsive to the needs of the community .</p>	

**Objective C: Participation in, and contribution to, ongoing discussions/debate in the specialist field at a local, regional and national levels.**

[outline objective] To take a full part in raising the awareness of the needs of pupils/young adults with communication and interaction difficulties across a range of provision within local and regional communities.

Year	Target	Describe how you will implement these targets (use bullet points and short statements)
1	<ul style="list-style-type: none"> <li>a) To extend the contract with the LA to provide advice and support on Autistic Spectrum Disorders to mainstream schools.</li> <li>b) To write and publish an article in an SEN journal disseminating the model of practice used in this school to develop awareness amongst a wide group of staff about communication and interaction difficulties and how they can be helped in the community.</li> <li>c) To continue to maintain links with the Eastern Region Leadership Centre as the LA representative for SEN</li> <li>d) To maintain and extend links to the local ASD steering group.</li> </ul>	<p>Negotiations with the LA to extend the contract of work giving advice and support to mainstream schools.</p> <p>Member/s of staff to write an article to show how practice has been developed within the school. This could be as part of a member of staffs' accredited course of study, i.e. masters degree or a collective piece of writing with all staff involved.</p> <p>Membership and attendance at conferences and meetings</p> <p>Centre to be offered as a venue for meetings for the ASD steering group.</p>
2	<ul style="list-style-type: none"> <li>a) Extend individualised learning programmes designed to meet the needs of young adults with communication and interaction difficulties by continuing to work with the Learning Skills Council to develop packages of support for individuals and small groups.</li> </ul>	<p>Building on work begun, to develop a series of social/life skills based learning programmes aimed at increasing the employment prospects of individuals with communication and interaction difficulties. This would utilise the facilities of Christopher's Cottage respite centre as well as the school.</p>

	<p><b>3</b></p> <p>a) Further develop links with Anglia Ruskin University where nursing students are placed at the school to gain experience.</p> <p>b) Develop greater links with other specialist special schools to share good practice across the region and nationally.</p>	<p>Discussion with ARU staff as to possible areas of input into the nursing course on specialist input for communication and interaction difficulties.</p> <p>To develop training modules based around communication and interaction which can be stand alone modules delivered by various school staff.</p> <p>Join national conferences of work about specialist schools.</p> <p>Disseminate good practice and findings of research into practice.</p>
	<p><b>4</b></p> <p>a) Develop further links with South East Essex College to offer an input into their degree in SEN. For students on placement from the degree to build up a greater awareness of the needs of pupils with communication difficulties.</p>	<p>Links with SEEC tutors and management board.</p> <p>Develop training modules of training based around communication and interaction which can be stand alone modules delivered by various school staff</p>
	<p>Outline of plans To develop greater awareness of the needs of this specific group of pupils. To disseminate ideas of good practice and to act as a centre of information/ support/ advice in the local region for professionals who work with pupils with communication and interaction difficulties.</p>	

**Objective D Promotion of the school's presence and work in the community as an active, contributing participant in local life – advocating and enhancing students' role as citizens in the community.**

[outline objective] To further promote the role of the young person as an active member of the community through specific aspects of the citizenship curriculum and in developing their self-confidence and knowledge of how to participate as full members of the community. For pupils to be encouraged to develop independence skills in social situations and know how to access support and advice.

Year	Target	Describe how you will implement these targets (use bullet points and short statements)
1	<p>a) To develop self-advocacy programmes for pupils with C &amp; I difficulties from a range of schools, which encourage pupils to become active participants in society</p> <p>b) Maintain the schools' effective social and personal development programme which promotes appropriate behaviour in public situations and share this practice with teachers from other schools.</p> <p>c) For pupils to be taught appropriate greetings, personal space and social interactions with members of the public.</p> <p>d) Pupils from a range of schools who present difficulties with communication and interaction to further develop the language of advocacy and ability to confidently express themselves, their needs and ideas within their immediate and local community.</p>	<p>Involvement of outside advocacy groups such as MENCAP and BATIAs.</p> <p>BATIAs to be given funding to work with individuals and small groups of KS4 pupils to develop their skills in a variety of situations. This will enhance the work completed in the school by giving pupils the same messages about appropriate communication from an outside group of adults who understand the communication and interaction needs of the students.(continuing across the 4 years)</p> <p>Use of the communication and interaction centre for meetings with BATIAs and MENCAP.</p> <p>Social and life skills programmes throughout the school which emphasise appropriate behaviour in a variety of situations.</p> <p>Continued provision of a range of visits and visitors which enable pupils to practice these skills in a range of situations.</p> <p>More accurate gathering of data about pupil progress in social and life skill development which will be shown through the development of more SMART targets in this area.</p>

2	<p>a) Develop a social and life skills programme using Christopher's Cottage so that KS3/KS4 pupils have at least one chance of practising their social and life skills in a different, more realistic situation other than a classroom</p> <p>b) Continue to promote the work of the School Council, with elections every year for representatives from each year group 6-11.</p> <p>c) Pupils to be introduced to the work of Southend Youth Parliament.</p>	<p>Opportunities built into the year where pupils will spend time at Christopher's Cottage to practice their independent and social communication.</p> <p>Travel training on local transport to enable pupils to be confident in moving around Southend independently (where appropriate)</p> <p>School council to promote and encourage discussion about local elections.</p> <p>Invite local councillors to talk about their careers in Local Government and to discuss with pupils their roles and rights as citizens</p>
3	<p>a) Further develop the enterprise modules in ASDAN KS4 scheme to promote business and work related learning and share this strategy with other schools.</p>	<p>Building on good practice to develop work related learning modules for the ASDAN course giving exemplars of how to behave appropriately in a work environment.</p>
4	<p>a) Year 9 business day to promote work related learning and how to operate in the open community.</p>	<p>Invite Connexions service to talk to pupils, discuss possible employers in the vicinity to come to careers day. Invite employers to talk to pupils and take part in mock interviews.</p>
	<p>Outline of plans</p> <p>Build upon the good practice the school has already developed within the PSHCE curriculum to build in opportunities to practice the skills of appropriate communication and interaction in social situations with a range of adults . To continue sharing good practice in teaching and learning in this area with a wide range of schools so that complementary practices can be used across the area. To use a computerised record system to track the experiences pupils have had and track the progress carefully, setting up targets for individuals and groups of pupils.</p>	



**Objective E Strong and effective involvement in the community in supporting aspects of students' learning experiences and promoting disability awareness.**

[outline objective]Promoting positive awareness of the specific needs of children and young adults with communication and interaction difficulties within the community. To specifically target post 16 providers and the business community. To promote the strengths of students with communication and interaction difficulties.

Year	Target	Describe how you will implement these targets (use bullet points and short statements)
1	<p>a) To invite local press, community groups, businesses and partner schools to 'official' opening of communication and interaction centre to publicise the nature of the facilities and what it has to offer, raising awareness of the needs of students with communication and interaction difficulties.</p> <p>b) To write an information and awareness raising package which can be used to inform local businesses and local colleges and community groups.</p> <p>c) To continue to use the sports hall activities to promote joint participation in sport for mainstream and special needs pupils.</p> <p>d) Outside and mainstream sporting groups to be encouraged to use the sports hall facilities and information about the nature of children's difficulties to be on display in corridors/ information boards.</p>	<p>Contact local press and all partners setting out the facilities and benefits of the communication and interaction centre and invite to opening 'party'. Prepare press briefing about the nature of the facilities and why it is needed.</p> <p>As part of the training and development packages produced for use in schools, to develop a multi-use package of information/ computer presentations setting out the salient difficulties young people with communication and interaction difficulties face and the strengths they have to offer. To present this to local Rotary and other employer based groups.</p> <p>Promotion of the Chris Cross sports clubs in a wider variety of school settings. Monitoring of involvement of young people who take part in the sports for disability.</p> <p>Outside sporting groups to use sports hall, evenings, weekends and holidays. Encouragement for sporting groups to be involved in contact with school. Information boards to be available for outside groups on a rotation basis.</p>

	2	<p>a) Promote positive relations with local employers about the strengths of pupils with communication and interaction needs.</p> <p>b) To track the destination of post 16 students with C &amp; I needs to see that they are included in a series of local provision.</p>	<p>Visits to local employers</p> <p>Visits to the local Chamber of Commerce.</p> <p>Tracking of students after a period of time in their post 16 destinations. Meetings with post 16 providers</p> <p>Invite post 16 tutors into school to meet students and discuss preparation for post 16 environment.</p> <p>Invite a range of post 16 students who have communication and interaction difficulties to share their experiences of post 16 provision.</p>
	3	<p>a) Support further curriculum development by developing and promoting independence skills.</p>	<p>Continued emphasis on independence and social skills in all aspects of the curriculum. Monitoring of progress of students via the computerised tracking system in PSHCE.</p>
	4	<p>a) To review and update the awareness raising package for local business and employers.</p>	<p>Up-dated multi-media information package written in the light of local circumstances and mixture of local business.</p>
		<p>Outline of plans: Through the creation of a multi-media presentation and information leaflets, to promote the positive aspects of employing young adults with communication and interaction difficulties. To promote the needs of young adults with such difficulties with local FE/HE/ private providers of post 16 courses. To aid the successful transition of such young adults into the next step of their education/employment.</p>	

**F3. Community plan: Brief outline of intended use of Year 1 (2005/6 academic year) specialist school annual grant (see paragraph 31 of guidance)**

Item	Cost (£)
Additional staff resources (teaching staff)	
<b>.5 FTE teacher to release staff to link with community groups</b>	<b>£15,893</b>
Additional staff resources (non-teaching staff)	
<b>.4 FTE HLTA to coordinate the use of the communication and interaction centre and coordinate other use groups.</b>	<b>£7,114</b>
Staff development	
<b>40 days LSA time to release other staff from mainstream schools to attend training x £60</b>	<b>£2,400</b>
Equipment and materials in specialist subjects	
<b>Preparation of resources/materials/ classifying data base of information e.g. updating data-base, information package for employers- preparation time and duplication of package, preparation of social skills packages, training for use in mainstream schools, files and materials to exhibit information effectively and professionally.</b>	<b>£3,093</b>
Other	
<b>Contingency fund for consumables used in communication and interaction centre.</b>	<b>£1,500</b>
<b>Total</b>	<b>£30,000</b>

## Section G: School and community plans – monitoring and evaluation

Please outline your monitoring and evaluation strategies. Your summary should relate to the questions outlined in the guidance (see paragraphs 46-49) and show clearly the composition, structure and inter-relationships in your arrangements (**maximum** of one page).

### School plans

All school targets are reviewed annually by SMT, Governors and LA. This will include a specific report on targets set out in Specialist School Status development plan. Targets will be reviewed and adapted according to progress each year, especially after the first two years.

- Progress towards individual targets in Literacy, Numeracy and PSHCE will be monitored through; IEP's, annual review targets, annual reports to parents which include levels in all core subjects, analysis of progress in small steps, intermediate national curriculum levels, using computerised record keeping and tracking system. Class teachers will be responsible for updating the computerised system half termly. This will allow experiences and progress to be tracked and monitored for individuals, curriculum areas and groups of pupils by subject leaders and SMT. Tracking of enrichment activities, social and inclusion activities, and work related learning activities, to build a picture of progress will also take place annually.
- Quality of teaching and learning monitored and evaluated through review of planning, lesson observations and staff discussion by SMT and reports to Governors.
- Review and analysis of data about pupil's progress, by class teachers and SMT, will identify any underperforming areas of the curriculum, individual pupil under performance and particular group under performance.
- A support programme including mentoring and coaching, targeted training and observations, review of teaching and learning strategies, will be put into place for any teachers in need of support to reach targets by the SMT.
- Multi-disciplinary meetings for pupils not reaching their targets to identify areas needing extra support, will be convened at least once a term to complement the regular meetings between staff teams to discuss pupil progress. Outside agencies will be invited to meetings about pupils with particular difficulties.

### Community plans

- All training and development activities to be evaluated by review sheets at the end of each session. These will be collated by the training /staff development member of the SMT.
- All advisory and support activities to be monitored by follow up questionnaire to assess the effectiveness of the support and pupil progress. Termly report to SMT and Governors on effectiveness of support.
- Monitoring of use of the information and data base about communication and interaction difficulties by the communication and interaction centre manager.
- Monitoring of use of the communication and interaction centre facilities by the centre manager. Termly and annual report to Governors.
- SMT Meetings with partners to discuss effectiveness of activities undertaken and how to adapt to needs of partners, to be carried out annually.
- Review information and presentations to outside groups to judge levels of awareness about students/young people with communication and interaction difficulties.
- SMT to review levels of inclusion of students in mainstream activities and their use of facilities, annual report to Governors.

## Section H: Outline of capital project (see paragraph 28 of guidance)

\*All figures to include professional fees and VAT where appropriate.

Brief description of proposed capital project	Cost* (£)	Brief statement on how this expenditure will support your targets
Contribution to new build		
<b>(building already funded by school budget)</b>	<b>£0.00</b>	<b>Create physical focus/identity</b>
Refurbishment or adaptations		
<b>Furbishment of communication and interaction centre</b>	<b>£25,000</b>	<b>To enable communication and interaction centre to operate to a high quality and become a centre of expertise to be used by the school and community groups.</b>
IT equipment and software		
<b>9 Interactive whiteboards and multi-media projectors</b>	<b>£25,000</b>	<b>To improve communication and interaction skills of all pupils in the school by using multi-sensory and visual teaching styles.</b>
<b>Up-grade school network and server</b>	<b>£4,500</b>	
<b>Computerised record keeping and tracking programme (B-Squared)</b>	<b>£5,500</b>	
<b>20 laptop computers and trollies</b>	<b>£40,000</b>	<b>To refine and develop tracking of progress in small increments by staff in different areas of the school</b>
<b>Up-graded wireless connections for using laptops more effectively across the school</b>	<b>£900</b>	
<b>Video Conference Facilities – expansion across school</b>	<b>£3500</b>	
Other furniture and equipment		
<b>Specialist multi-sensory equipment for communication and interaction centre rooms.</b>	<b>£22,000</b>	<b>Pupils to access specialist multi-sensory rooms and equipment and improve their communication and interaction skills.</b>
Total	<b>£126,400</b>	
Less sponsorship	<b>£20,000</b>	
Less other sources of committed funding (please specify source)	<b>£6,400</b>	<b>School Budget</b>
<b>Total grant sought from the DfES</b>	<b>£100,000</b>	

**Section I: Summary of sponsorship (see paragraph 27 of guidance)**

Sponsor/Source of sponsorship	Value of sponsorship	Nature of sponsorship (e.g. cash, furniture, equipment)	Are there any conditions attached to the sponsorship?	Financial year(s) in which sponsorship is available	
				Cash	Goods
<b>Barclays Bank</b>	<b>£2,000</b>	<b>Cash</b>	<b>No</b>	<b>September 2006</b>	
<b>Leigh on Sea Rotary Club</b>	<b>£500</b>	<b>Cash</b>	<b>No</b>	<b>September 2006</b>	
<b>Forrester-Hyde, Independent Financial Advisers</b>	<b>£1,000</b>	<b>Cash</b>	<b>No</b>	<b>September 2006</b>	
<b>Hadleigh Women's Institute</b>	<b>£1,000</b>	<b>Cash</b>	<b>No</b>	<b>April 2006</b>	
<b>Mr &amp; Mrs Thompson, Parents</b>	<b>£1000</b>	<b>Cash</b>	<b>No</b>	<b>April 2006</b>	
<b>Southend Rugby Football Club</b>	<b>£554</b>	<b>Cash</b>	<b>No</b>	<b>April 2006</b>	
<b>School Private Fund</b>	<b>£14,000</b>				
<b>Total</b>	<b>£20,054</b>				

I confirm that the information provided in this report is correct.

Signature..... Date .....

Title i.e. Chair, Head etc. ....

Signature..... Date.....

Title i.e. Chair, Head etc. ....

Please return the completed form **both** in hard copy **and** by email to:

**The Specialist Schools Designation Team**  
**Department for Education and Skills**  
**2F Area E**  
**Mowden Hall**  
**Staindrop Road**  
**Darlington**  
**DL3 9BD**

[specialist.schools@dfes.gsi.gov.uk](mailto:specialist.schools@dfes.gsi.gov.uk)

(Please write the name of the specialism you are applying for, your school's name and your LA's name in the subject box of the email. If you do not have access to email, please enclose a copy of your application on disc with the one printed copy.)

## A SUMMARY OF INDIVIDUAL PUPIL TARGETS (SPECIAL SCHOOLS)

### Part 3

Special schools should use the main application form (Section E2) to record targets where appropriate. Otherwise this proforma can be used to record targets for individual pupils for 3 terms for each of the Specialist Subjects using whichever assessment tool the school has chosen eg P Scales/ASSDAN. Please use rows as necessary.

PUPIL	Maths Targets								English Targets								PSD Targets					
	MA1 Sept 2006	MA1 July 2007	MA2 Sept 2006	MA2 July 2007	MA3 Sept 2006	MA3 July 2007	MA4 Sept 2006	MA4 July 2007	EN1a Sept 2006	EN1a July 2007	EN1b (listening) Sept 2006 (p Levels only)	EN1b (listening) July 2007 (p levels only)	EN2 Sept 2006	EN2 July 2007	EN3 Sept 2006	EN3 July 2007	PSD1 Sept 2006	PSD1 July 2007	PSD2 Sept 2006	PSD2 July 2007	PSD3 Sept 2006	
Pupil 1	1B	1B	1A	1A	2C	2B	1	1	1A	1A			2C	2C	1C	1B	4	4	5	6	6	6
Pupil 2	2C	2B	2A	3C	2B	2A	2	2	2B	2B			2B	2A	2B	2A	12	13	8	9	15	15
Pupil 3	P3	P3	P3	P3	P4	P4	W	W	P4	P4	P4	P4	P4	P4	P4	P4	4	4	4	4	4	4
Pupil 4	P4	P4	P5	P5	P5	P5	W	W	P4	P4	P5	P5	P5	P5	P5	P5	6	6	6	6	6	6
Pupil 5	2A	3C	3C	3B	2B	2A	3	3	2A	2A			2A	2B	2A	2A	10	10	9	9	15	15
Pupil 6	P8	P8	1C	1C	P8	1C	1	1	P6	P6	P7	P7	1B	1A	1C	1B	5	5	6	6	5	5
Pupil 7	2C	2C	2B	2A	2B	3C	2	3	2B	2B			2B	2A	2B	2B	6	6	7	8	7	7
Pupil 8	2C	2C	2B	2A	2C	2B	2	2	2C	2B			2B	2B	2B	2A	6	7	8	9	9	9
Pupil 9	1C	1C	1B	2C	1B	2C	1	1	1A	2C			1C	1B	1B	2C	7	7	8	9	9	9
Pupil 10	P7	P7	P5	P5	P5	P5	W	W	P4	P4	P4	P4	P5	P6	P6	P6	4	4	4	5	5	5
Pupil 11	1C	1B	1A	2C	1B	1A	1A	2C	P7	P8	P7	P8	P6	P7	P7	P8	13	14	12	13	13	13
Pupil 12	1A	2C	2C	2B	2A	2B	1A	2C	P6	P7	P6	P7	P8	1C	P8	1C	6	7	7	8	6	6
Pupil 13	1C	1C	1A	2C	1B	1A	1B	2A	P7	P8	P7	P8	P6	P7	P8	1C	7	8	7	8	6	6
Pupil 14	4A	5C	4C	4B	4C	4A	3A	4C	2C	3A			3C	3B	2C	3A	11	12	15	15	13	13
Pupil 15	2C	2B	2B	2A	2B	2A	2A	3C	P8	1C			P7	P8	P7	P8	7	8	10	11	9	9
Pupil 16	2B	2A	2A	3C	2B	2A	2A	3C	P8	1C			P7	P8	P7	P8	12	13	12	13	13	13
Pupil	2B	2A	2A	3C	2B	2A	2A	3C	1B	1A			1C	1B	1B	1A	11	12	12	13	13	13



