

**Vranch House School Development Plan 2021-22**

Identified area for development	Source	Action for development	Timescale	Staff responsible	Progress to date
<b>A. Quality of Education</b>					
<b><u>INTENTION</u></b>					
<b>A1</b> Gain centre approval for revised qualifications provider – AQA, for Functional Skills and Unit Awards	Vranch House SDP 20-21	<b>A1.1</b> Complete works to ‘Box within a Box’ room for exam paper storage	Sept 2021	HoE Chief Exec	
		<b>A1.2</b> Submit all centre approval application docs to AQA and pass initial inspection	October 2021	HoE ZG	
<b>A 1a</b> Review potential need for a whole-school approach to reading	Ofsted PILOT Inspection 2019	<b>A1a.1</b> Review the reading ability and present working levels of all pupils with cognitive ability to recognise phonemes, decode and segment/blend words	Nov 2021	HoE ZG	
		<b>A1a.2</b> Review existing Reading Scheme used at Vranch House and assess validity for all pupils across the school	Jan/Feb 2022	HoE ZG Teachers	

Identified area for development	Source	Action for development	Timescale	Staff responsible	Progress to date
<b>A. Quality of Education</b>					
<b><u>IMPLEMENTATION</u></b>					
<b>A2</b> Implement AQA Functional Skills: English, Maths and ICT and AQA Unit Awards	Vbranch House SDP 2020-21	<b>A2.1</b> Implement both Unit Awards and all AQA Functional Skills qualifications in individual curricula for pupils at end of KS2 and all Secondary pupils	Nov/Dec 2021	HoE Snr Teacher - Sec	
		<b>A2.2</b> In line with VIEW Curriculum key skill areas, inc AAC use, draft VH-produced Unit Award specifications and submit to AQA for approval	May 2022	Snr Teacher – Sec HoE	
<b>A3 (If A.1a proves need and validity)</b> Design and implement a whole-school approach to reading	Ofsted PILOT Inspection 2019	<b>A3.1</b> Review findings of A1a recommendations and identify reading scheme(s) to be used	Dec 2021	HoE ZG	
		<b>A3.2</b> Design continuum of potential/expected progression in reading skills, from phonological awareness to Functional Skill English – Reading. Capture agreed approach in relevant Vbranch House Curriculum Policies.	Mar/Apr 2022	HoE ZG Teachers	
		<b>A3.3</b> Implement agreed ‘Whole School Reading Scheme’	May/Jun 2022	Teachers	

Identified area for development	Source	Action for development	Timescale	Staff responsible	Progress to date
<b>A. Quality of Education</b>					
<b><u>IMPACT</u></b>					
<b>A4 (Provided A1 completed)</b> Assess and submit pupils for first round AQA qualification	Vranch House SDP 2020-21	<b>A4.1</b> Ensure Internal Moderator and External Moderator identified	Dec 2021	HoE ZG	
		<b>A4.2</b> Use Teacher-assessment and mock paper results to identify and submit pupil names for appropriate papers	Feb 2022	ZG	
		<b>A4.3</b> Evidence Portfolios submitted for AQA Unit Awards	TBC by Accrediting Body	HoE AG	
		<b>A4.4</b> Pupils sit first formal AQA exams			
<b>A5</b> Improve Transition arrangements for Vranch House pupils Post 16/19	Vranch House SDP 2021-22	<b>A5.1</b> Meet with Commissioners to discuss issues around appropriate Transition for all Vranch House pupils	Sept 2021	Chief Exec HoE ZG	
		<b>A5.2</b> Meet with Parents and Carers of Secondary pupils to ascertain their wants and needs with regards to Transitions	Sept/Oct 2021	Chief Exec HoE ZG	
		<b>A5.3</b> Progress ' <i>Pathway blueprint</i> ' with Commissioners to improve current failings in Transition arrangements; particularly improving links with Adult Health & Social Care teams	Nov 2021– Feb 2022	Chief Exec HoE ZG	
		<b>A5.4</b> Identify and fulfil Vranch House's role in Post 16/19 Transitions within the agreed new ' <i>Transitions Pathway</i> '	May/Jun 2022	Chief Exec HoE ZG	

Identified area for development	Source	Action for development	Timescale	Staff responsible	Progress to date
<b>B. Behaviour and Attitudes</b>					
<b>B1.</b> Build capacity and improve protocols around Pupil Bereavement	Vbranch House SDP 2021-22	<p><b>B1.1</b> Review existing bereavement protocols and identify further pre-bereavement planning measures</p> <p><b>B1.2</b> Identify key staff with relevant training and/or experience to form a <i>'Bereavement Team'</i> who will co-author revisions to the protocol</p> <p><b>B1.3</b> Agree with Management Team pre-emptive measures and role of Bereavement Team during a pupil bereavement</p>	Nov 2021  Jan 2022  May/Jun 2022	HoE  HoE DB NW + TBC  Management Team	

School Development Plan

Identified area for development	Source	Action for development	Timescale	Staff responsible	Progress to date
<b>C. Personal Development</b>					
<b>C1.</b> Safeguard pupil Mental Health and Wellbeing	Vranch House SDP 2021-22	<b>C1.1</b> Review work conducted to date on 'Ordinary Magic' and Mental Wellbeing objective level statements in the VIEW curriculum	Dec 2021	HoE Teachers	
		<b>C1.2</b> Identify key staff ( <b>Therapy &amp; Education</b> ) with relevant training and/or experience to form a ' <i>Mental Wellbeing</i> ' team	Jan/Feb 2022	HoE + TBC	
		<b>C1.3</b> Mental Wellbeing team to identify and circulate programs of work, websites and other resources for use in school and with Outpatients to promote Mental Health & Wellbeing for all pupils and outpatients	Mar-May 2022	TBC	
<b>C2.</b> Develop VIEW curriculum to emphasise ' <i>life in modern Britain</i> '	Vranch House SDP 2020-21	<b>C2.1</b> Pupil Advocates to work with staff and pupils to identify what 'diversity' means to pupils and staff at Vranch House and in our wider communities and lead celebrations of this diversity	Dec 2021	HoE Teachers	
		<b>C2.2</b> Add new objective level statements into VIEW Curriculum to reflect British Values.	May 2022	HoE Teachers	

School Development Plan

Identified area for development	Source	Action for development	Timescale	Staff responsible	Progress to date
<b>D. Leadership &amp; Management</b>					
<b>D1.</b> Support Early Career Teacher (ECT) in their Induction Years	Vranch House SDP 2020-21	<b>D1.1</b> Identify ' <i>Appropriate Body</i> ' and ' <i>Mentor</i> ' for ECT (Induction Tutor will be HoE) and establish frequency of performance reviews with ECT.	Sept/Oct 2021	HoE	
		<b>D1.2</b> Review ECT QTS assessment and Tutor-set NQT Targets – agree with ECT timescale for probation and PMR against targets set.	Oct 2021	HoE ECT Mentor	
		<b>D1.3</b> Conduct 6-month and 12-month summative reviews of ECT progress and performance against ECT Standards and agreed targets.	Mar 2022 & July 2022	HoE ECT Mentor	
<b>D2.</b> Improve Induction and Performance Management/Review for all Vranch House Staff	Vranch House SDP 2020-21	<b>D2.1</b> Create staff ' <i>Code of Conduct</i> '	Chief Exec HoE	Oct/Nov 2021	
		<b>D2.2</b> Review and amend ' <i>Staff Handbook</i> ', to include Code of Conduct	Chief Exec HoE	Dec 2021	
		<b>D2.3</b> Identify Teachers and HLTAs as mentors for New Staff and set expectations and timelines for Induction process to be completed	HoE	Feb 2022	

School Development Plan

Identified area for development	Source	Action for development	Timescale	Staff responsible	Progress to date
<b>E. Early Years</b>					
<b>E1.</b> Embed the complimentary 'Early Development' Domain/Areas of Learning within the VIEW Curriculum	Vbranch House SDP 2020-21	<b>E1.1</b> Complete the compilation of objective level statements for ' <i>Early Development</i> '  <b>E2.2</b> Agree with Vbranch House Early Years team the structure of 'Early Development' objectives and whether the sit as a Domain or are embedded in VIEW curriculum  <b>E2.3</b> Load 'Early Development' into Earwig Academic for immediate use by Teachers.	Nov/Dec 2021  Dec 2021  Jan/Feb 2022	HoE Early Years team  HoE Early Years team  HoE	