

# Seadown School SDP 2019-2020

## Mission Statement

**We support our pupils to develop:**

- > *positive and independent thinking within education, and*
  - > *effective personal and social-interaction skills...*
- fostering the 'whole person'.**

## **Vision Statement**

- We want our students to become **engaged, inspired** and **equipped** to make a positive contribution to society.
- We value every pupil and their individuality; they each have a contribution to make.
- We aim to ensure that our students have effective skills suitable to take forward in life, to the next stage of their journey.
- We aim to promote British and Co-operative Values and attitudes of care, tolerance, trust and respect within the school and wider communities.
- We aim to provide the breadth of the National Curriculum with emphasis on the basic skills of English, mathematics, science and computing.

## Summary of Priority Actions in Relation to ISS 2019-2020

### 1) Quality of education provided

Curriculum Policy update/re-write

Careers guidance for all pupils through the MTP's & ASDAN programme

To implement a robust academic assessment tracker through Arbor

Further embed the use of literacy, numeracy and ICT across the curriculum

### 2) Spiritual, moral, social and cultural development of pupils

A system for tracking social and emotional development will be implemented

Case studies of all students on roll will be developed to show progression

### 3) Welfare, health and safety of pupils

Safeguarding systems implemented – MyConcern, Holistix training a regular feature of in-house training as well as West Sussex/NSPCC training for all staff

Write a new behaviour policy with a focus on effective classroom behavior management

The admissions and pupil register will be reviewed and maintained in accordance with Education Regulations 2006

Write a new risk assessment policy with a focus on effective identification of risk severity and likelihood combining with individual student RA's

DHT to attend 'Signs and Safety' course and disseminate to all staff via twilight sessions

School to set up a Pastoral/Inclusion Team to update paperwork and provide 1:1 interventions

PBS plans, Individual Risk Assessments and Missing Person Protocols to be written and updated

Pastoral/Inclusion Team Lead to look into becoming a PRICE instructor and/or THRIVE practitioner

THRIVE workshop to be run for all staff

Medication and First Aid policy to be updated and utilised within the school & train key staff members in medication protocols and processes

To implement effective handover periods in the morning and during the week informing staff of current issues

### 4) Suitability of staff, supply staff, and proprietors

To review the Single Central Register and provide specific training and cross-school links for HR staff

To review processes relating to section 128 and 142 pertaining to disqualification or restriction

Safeguarding meetings are held weekly and minutes taken

A Safeguarding Audit by an external body to be undertaken for the whole school and its processes

### 5) Premises of and accommodation at schools

Develop the sensory room allowing students a place to calm and deescalate

H&S and Fire checks to be assigned to a member of staff and relevant training provided - Sean

### 6) Provision of information

To ensure that proprietor, Head teacher and Chair of Governors contact information is available on the website and there are designated persons available out of school hours and in the holidays

A robust system is in place to track and evidence Pupil Premium spend and outcome to combat learning barriers

Core policy review will be undertaken

Local policy/procedure review will be undertaken

### 7) Manner in which complaints are handled

A review of the complaints procedure will be undertaken and amendments to the policy and system updated as required

### 8) Quality of leadership in and management of schools

The school will employ a new Head Teacher/Principal with a breadth and depth of knowledge pertaining to independent schools and SEND education

The school will actively promote the well-being of pupils

Training sessions for all staff on the ISS will be implemented

SLT meetings will have a part focus on the ISS and school performance

A more robust Governing Body will be created and trained effectively to provide oversight

To implement a staff well-being initiative – star of the week, 'your say' forum

**PART 1 - Lead Area of Development: Quality of education provided**

**Aim:** To reinforce the communication within an appropriate ASD curriculum to include effective tracking allowing for clearer identification towards Post 16 pathways to college

Action	Lead Person	Intended Outcome	Impact	Evidence	Cost Implication /Resources	Review Date	Evaluation	Completion Date	RAG
Write/update a robust Curriculum Policy supported by appropriate plans and schemes of work and implement it effectively	HT	To fulfil the commitments of the teaching national standards 2(1)(a) – link to Ofsted SDP, and give staff a fuller insight into the requirements inherent within the curriculum	Teaching and learning will be enhanced across the board. Cover will be easier to set due to enhanced MTP's	The policy will be made available on the website. The SLT will analyse lesson plans every half term. Lesson observations will be done both through formal LO and peer LO Learning walks will take place at least once per term. Governor oversight will be specified		01/09/20		01/01/20	
Careers advice and work experience will be put in place through an external company within the school. Careers information will be added into MTP's and incorporated into the ASDAN sessions		YP will be able to make informed decisions regarding their academic pathways In accordance to future employability. To fulfil the commitments of the teaching national standards 2(2)(ei,ii,iii) – link to Ofsted SDP.	YP will be given the opportunity to experience and gain understanding of potential employability through careers advice and guidance	The independent Careers advisor will be Kick Start Coaching. The senior teacher will ensure that all pupils from year eight will access the careers advice and that it is consistent with the Gatsby benchmark: 1. A stable Careers Programme 2. Learning from career and labour market information 3. Addressing the needs of each pupil 4. Linking curriculum learning to careers		17/07/19		01/09/2019 to get careers partner involved with the school 01/10/2019 to write Careers Policy  MTP's and ASDAN implementation by 01/01/2020	

				<p>5. Encounters with employers and employees</p> <p>6. Experience of workplaces</p> <p>7. Encounters with further and higher education</p> <p>8. Personal Guidance</p> <p>A careers policy will be drawn up to outline the school's commitment to the development in this area.</p> <p>MTP analyses.</p> <p>Governor oversight.</p>					
To enhance academic assessment protocols and procedures within the School	DHT & ST	To improve the tracking of academic progress throughout yp's time at Seadown	To better direct schemes of work and fill in learning gaps through differentiated lessons and targeted interventions	To implement twilight training for all staff in assessment and tracking through Arbor in Sept 2019 with at least one follow up training session within the term		17/07/20		01/09/19	
Further embed the use of literacy, numeracy and ICT across the curriculum in planning and delivering lessons that meet the national minimum standards and enhance progress. To ensure emphasis is placed on using, applying and transferring skills in the relevant context	DHT & ST	<p>Raised standards of literacy, numeracy and ICT across all Key stages.</p> <p>Young people able to display an improved love of reading / literacy</p> <p>Improved literacy and numeracy leading to improve attainment</p>	<p>Interactive and engaging lessons planned across all key stages.</p> <p>Young people will display facility with the skills required in the new national curriculum areas. Greater consistency in literacy / numeracy identified across subjects / Key Stages</p>	<p>Planning scrutiny, learning walks, lesson observations, medium term planning scrutiny, pupil assessment data, PIES, more engagement in lessons</p>		01/09/20		03/04/2020	

## **PART 2 - Lead Area of Development: Spiritual, moral, social and cultural development of pupils**

Aim: To improve and enhance the delivery of the curriculum taking into close account the Pupil and Parent/Carer viewpoints as well as ability levels and future aspirations

Action	Lead Person	Intended Outcome	Impact	Evidence	Cost Implication /Resources	Review Date	Evaluation	Completion Date	RAG
To initiate the PIES matrices and the IPPs setting social and emotional targets and agreeing individual strategies and provision to support for each students	HT and Pastoral Lead	Quantifiable tracking of social and emotional development through multi-agency teams working together to provide in-depth and effective methods to support young people's progress and in the setting of SMART targets.	Young people will have the right professional support that is effective and efficient. (EHCP directed; school to lead LA where it is felt different methods may provide better outcomes). Strategies for success have input from all areas of the school	Tracked analyses of targets met and focussed interventions when not meeting pre-determined thresholds. Improved attendance and engagement in lessons Overall assessment data enhanced and visually populated showing potential progression		17/07/20		1 <sup>st</sup> Matrix completed December 2019 then termly	
Case studies of all students will be developed for all students showing where they've come from and where they hope to go in regards SEMH development and academia	All staff	To show progression and develop clear pathways for students that are understood by all.	Targetted differentiation, PSHE and interventions can be ploaced to aid students achieve ultimate goals	Each student will have a case study that is available to read by any member of staff		17/07/20		14/02/20	

### **PART 3 - Lead Area of Development: Welfare, health and safety of pupils**

Aim: To ensure all pupils behaviours are managed (good and challenging), have over 95% attendance and have a positive attitude to learning whilst being in a safe and secure environment

Action	Lead Person	Intended Outcome	Impact	Evidence	Cost Implication /Resources	Review Date	Evaluation	Completion Date	RAG
The school will operate a robust Safeguarding system to monitor referrals and issues arising within the school & appropriate training given to all staff	ST/DHT	To safeguard the welfare of all our students and monitor issues affecting them both within the school environment and those that affect their learning. To fulfil the commitments of the teaching national standards 7(a,b)– link to Ofsted SDP. Staff will be given training around FGM, CSE, Radicalisation and County Lines KCSIE register will be created monitoring staff understanding. Cross reference with safeguard/MyConcern training	Students will feel safe and secure within the school environment and staff will be confident in the processes that safeguard students. Staff training on my concerns will be ongoing Access to WSCC Inclusion Team Staff will have a greater understanding of the ‘signs of safety’ pertaining to our students. They will be able to enhance their techniques when discussing safeguarding issues with students. Staff will have a greater knowledge of national and localised safeguarding issues.	The MyConcern system is used by staff to monitor and record safeguarding issues at school.  SLT members will register with the WSCC Holistix system to track external referrals  Discussion and review at each weekly safeguarding meeting  Any new staff member will be given the full 6hr training within the first ½ term of their contract		17/07/20		Safeguard training will be ongoing but systems in place by 01/01/20	

A new behaviour policy will be written and conform to all current regulations	HT	To fulfil the commitments of the teaching national standards 9(a,b) – link to Ofsted SDP. Give staff a fuller insight into the requirements inherent within the area of behaviour and behaviour management	Staff will have the confidence and training to fulfil their roles within the school and manage behaviour within the classroom enabling students to progress and achieve with greater success	Policy will be made available on request and include all pertinent information Behaviour management should be enhanced and a decrease within Arbor should be forthcoming		01/09/20		01/01/20	
The school will develop a new admissions, assessment and attendance register	SA/HT SMT	All stakeholders will no which students are on roll and where they go when they leave Seadown. A Post 16 transition plan will be initiated to aid this	A greater degree of clarity in regards to tracking admissions and exits to and from Seadown school will be developed	All year 10's will start the transition plan giving suggestions on where and whar they wish to do when they leave. Year 11 plans asap Planning can then be done to maximise chances of this occurring. New admissions register		01/09/19		WS visit asap Transition plans done by 01/01/20 Transition plans to start developing for current year 10 by 14/02/20	
A new Risk Assessment policy will be drawn up and effectively implemented. A new individual RA for each student will be implemented	HT	To fulfil the commitments of the teaching national standards 16a) – link to Ofsted SDP. The risks to students and staff both internally, and externally, from the school will be decreased. Students and staff will have a better understanding of the inherent risks posed byu activities and how it affects the likelihood and	Reporting and monitoring of risk, risk assessment. Trips and learning within school will become safer due to more indepth knowledge and understanding Students will feel safer	Risk assessment policy will be available on request. Pupil occurrences and incidents on trips will decrease. Staff will feel more confident in taking students to do different activities due to a more robust system of understanding potential threats/dangers		01/09/20		01/01/20  03/04/20	

		severity of impact on individual students.							
SLT member of staff to undertake continuum of need training and disseminate to all staff through training	DHT	To better understand the system used to provide support at home for students and their families.	Referrals can be made sooner due to a greater understanding of LA systems and the steps required to gain family support for our young people	Through Holistic tracking will be easier and actions can be taken swifter to aid young people and their families. Attendance and attainment should be enhanced with better support at home		17/07/20		Training by 24/10/19 Dissemination to staff via twilight training by 17/01/20	
A Pastoral/Inclusion team to be set up to act as a 1:1 intervention and behaviour first response	HT	To better track pupil behaviours. To monitor pupil premium expenditures and outcomes. To disseminate pastoral information to staff body. To monitor paperwork pertaining to pastoral issues and behaviour.	Student information will be updated on a regular basis. All staff will be briefed on past behaviours in a timely manner at the handover in the morning and the Friday wrap-up meeting. A more proactive approach can then be taken with pupils decreasing occurrences and incidents. Decrease in PI's.	Up to date paperwork with recent incidents notated if applicable. Decreased numbers of issues within the student body. An enhancement of confidence within the pupil body shown through the PIES system. A quieter demeanor throughout the school		01/09/20		03/04/20	
Pastoral paperwork needs to be streamlined and user friendly.	HT & pastoral team	New risk assessments will be written to allow staff a greater, more user friendly, insight into the risks associated with the pupils. PBS actions for quicker de-escalation techniques will be produced. Missing persons protocols will be updated as well so as to allow the informing outside agencies in a timely	Staff will be able to understand the triggers, both slow and fast, that impact our young people and proactively deescalate rather than react. Outside agencies will be informed if students are in danger in a more timely manner.	Safety, both internally and externally, at school will be enhanced and occurrences and incidents will drop. The need for PI will decrease. Outside agencies such as the Police will be intervene far more efficiently if students put themselves at risk by leaving the school site unsupervised.		01/09/20		01/01/20	

		manner when students go into crisis.							
PRICE &/or THRIVE training (depending on budget) for certain members of staff will be undertaken	Pastoral team	A staff member will be trained to instructor level in PRICE and to practitioner level in THRIVE. All staff will then attend twilight sessions by these staff members to further enhance knowledge and understanding of our yp.	Staff will have a better understanding of de-escalation techniques therefore enabling a more proactive environment. THRIVE allows staff to have more in-sight into 'where' out students have come from and aids to help them move forwards.	Less occurrences and incidents. Lower PIES scores (when initiated). Teaching staff may be able to differentiate lessons to suit the needs of our yp better.		01/09/20		20/07/20	
THRIVE workshop to run by an external instructor/practitioner for all staff.	HT & external	To give a brief overview of THRIVE and its benefits for the school and staff	To allow the school and staff to assess the impact of getting someone trained as a practitioner at Seadown or if the money is better put to other uses.	External trainer to do a twilight training session.		03/04/20		13/02/20	
A new First Aid Policy policy will be drawn up and effectively implemented. More staff will be trained in medication protocols	HT & staff	To make sure that the welfare of our pupils is paramount and that there are always qualified staff to administer, sign for and sign out medication	The first aid protocols are known by all staff members and that administration of medication will always be maintained efficiently and effectively.	Training logs will be updated and staff will all be aware of the policy and sign that they've understood the policy		01/09/20		Staff trained asap, policy complete and read by staff by 10/01/20	

Promote an effective handover in the morning and a wrap up on a Friday afternoon	HT	Staff will be better informed of issues they may face through feedback from pastoral, reception and cover implications.	A pro-active approach at the start of the day therefore decreasing the likelihood of occurrences and incidents during. A decrease in Arbor inputs	A log attached to the cover stating issues that may occur during the day through anecdotal information gathered. Once the new lower school staff member has been appointed then a physical face to face briefing for all staff will be initiated with minutes kept		03/04/20		Handover sheet – 01/12/20 Briefing by 30/01/20 staff dependent	
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## **PART 4 - Lead Area of Development: Suitability of staff, supply staff, and proprietors**

Aim: Quality and accurate documentation; implement robust and accurate monitoring of progress in regards to government guidance

Action	Lead Person	Intended Outcome	Impact	Evidence	Cost Implication /Resources	Review Date	Evaluation	Completion Date	RAG
To review the Single Central Register. To send staff on relevant training. To initiate a school link with educational human resources to understand more fully the intricacies of the SCR HT to sign off SCR every half term	HR & HT	To safeguard all staff and pupils affiliated with Seadown School. To adhere fully to the national standards 34 (a,b & c) – link to Ofsted SDP	Recruitment and safeguarding processes will make sure that all at Seadown School are safe. HR will be better able to understand the SCR process and update it as necessary.	SCR will be signed by the HT on a regular basis. Governance will have oversight of this process which will be recorded. Training to be done through West Sussex and a follow up meeting with an HR educational specialist		01/09/20 or when new guidance is forthcoming		01/09/19 for training 01/01/20 for follow-up training and information	
To review section 128 of the 2008 Act and 142 of the 2002 Act and deliver relevant training to HR staff	HR & HT	To safeguard all staff and pupils affiliated with Seadown School. To adhere fully to the national standards 18 (2) – link to Ofsted SDP	Recruitment and safeguarding processes will make sure that all at Seadown School are safe. HR will be better able to understand the SCR process and update it as necessary.	SCR will be signed by the HT on a regular basis. Governance will have oversight of this process which will be recorded. Training to be done through West Sussex and a follow up meeting with an HR educational specialist		01/09/20 or when new guidance is forthcoming		01/09/19 for training 01/01/20 for follow-up training and information	
Safeguard meetings will take place every Wednesday after school and minutes taken. Audits will be undertaken prior to those meetings and any areas of concern be discussed	HT & DSL's	To streamline the Safeguarding of pupils and make it more transparent within the safeguarding team therefore more holistic	Safeguarding will be tighter and a greater degree of knowledge in relation to all students will be had by the team	More efficient hence effective safeguarding procedure		01/09/20		04/11/19	

Safeguarding audits to be done weekly by HT and an external agency to do a full audit asap	HT & DSL's & external	To streamline the Safeguarding of pupils and make it more transparent within the safeguarding team therefore more holistic. External agency to ratify these procedures	Safeguarding will be tighter and a greater degree of knowledge in relation to all students will be had by the team and they will feel securer in the knowledge that procedures are correct and fulfil all relevant requirements	More efficient hence effective safeguarding procedure		01/09/20		15/01/20	
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**PART 5 - Lead Area of Development: Premises of and accommodation at schools**

Aim: To develop the schools infrastructure to allow for a greater degree of space in which pupils can de-escalate and have a designated time-out space in a safe environment

Action	Lead Person	Intended Outcome	Impact	Evidence	Cost Implication /Resources	Review Date	Evaluation	Completion Date	RAG
Develop the sensory room to make it a congenial space for students to be able to deescalate effectively	HT	To provide a space in which students can deescalate therefore being able to re-engage into learning in a more efficient manner	Students will have less time out of the classroom when they become heightened. Peers will have less distraction to learning	More time in class and a greater degree of learning. This can be evidenced on both Arbor and in their potential grades		01/09/20		29/11/19	
H & S checks to be done weekly	HT/SA/Maintenance	To have a safe and secure environment in which the students to learn	The school will adhere to all relevant recommendations and government guidelines.	H & S log		01/01/20		Follow up meeting by SMT 03/12/19	

**PART 6 - Lead Area of Development: Provision of information**

Aim:

Action	Lead Person	Intended Outcome	Impact	Evidence	Cost Implication /Resources	Review Date	Evaluation	Completion Date	RAG
Relevant communication details for the HT, Proprietor and the Chair of Governors will be apparent on the website and the GIAS website	HT, SMT & governors	To enable fluid and consistent communication between parents and the school	Better lines of communication allow for better outcomes for students.	Seadown School website and the GIAS website		01/09/20		01/01/20	
To ensure that any income received and expenditure incurred by the school in respect of local authority funded pupils is audited and provided to the local authority on request in accordance to the Secretary of State.	Pastoral & HT	There will be a clear recording process of hold Pupil Premium led interventions available on request by required stakeholders. Adhere to the national standards 32(bi & c) – link to Ofsted SDP	Monitoring and recording enables instant access to how monies are being spent and the outcomes of those interventions.	Spreadsheet to be created by the pastoral/inclusion team and updated each day. Until the spreadsheet has been started, proformas on attendance to these sessions, LO's and outcomes will be used and hard copies kept.		01/09/20		01/01/20	

Core policy review	HT	To make sure that all core policies are up to date with the newest government guidelines. Staff awareness of policies and new government guidelines.	Staff to feel more confident and have a more holistic view of the school and the education profession To enhance the safety and wellbeing of all stakeholders within Seadown School	A hard copy of all core policies will be available to read in the Head's office as well as a duplicate in the school office. Staff will be asked to read through these policies over the course of the academic year and sign of that they have understood the material.		01/09/20		30/11/19  17/07/20	
Local policy and procedure review	HT	To make sure that all core policies are up to date with the newest government guidelines. Staff awareness of policies and new government guidelines.	Staff to feel more confident and to be able to access policies relating to the day to day running of the school and the safety of the student body	Staff will be directed to these policies as and when required within the day to day running of the school		01/09/20		termly	

**PART 7 - Lead Area of Development: Manner in which complaints are handled**

Aim: To enable a greater clarity for parents and carers if the need for a formal complaint is forthcoming

Action	Lead Person	Intended Outcome	Impact	Evidence	Cost Implication /Resources	Review Date	Evaluation	Completion Date	RAG
To review the complaints procedure and the accompanying policies and procedures	HT	To allow for more transparent lines of communication for the schools service users and their families	Enhanced relationships between the school and service users	The policy will be placed on the website with required amendments		01/09/20		01/01/20	

## **PART 8 - Lead Area of Development: Quality of leadership in and management of schools**

Aim: Staff and parent/carers will have a better understanding of the schools leadership and leaders will be held to account

Action	Lead Person	Intended Outcome	Impact	Evidence	Cost Implication /Resources	Review Date	Evaluation	Completion Date	RAG
To employ a new Headteacher with a breadth and depth of experience within the independent and SEND educational sector	SMT	To fulfil the commitments of the teaching national standards 34(1)(a&b) – link to Ofsted New head will be able to make the school Ofsted ready for the next full inspection	To re-gain the trust of the pupils, parents, carers and relevant outside agencies that have a stake in the school or place with them	A new head in place		End of probation 04/04/20		asap	
The school will actively promote the wellbeing of all its students	SLT	All students at Seadown will feel safe, secure and listened to. Case studies to be done on all yp so as to monitor progress more effectively	A greater degree of communication flowing between students and staff. Staff will be trained in Mental Health and safeguarding. Staff will have access to the case studies allowing a greater knowledge of each student	An environment conducive to learning where students feel they are actively listened to. Training records Case studies to be in hard form within the school		Ongoing Case studies to be done 04/04/20		Ongoing  04/04/20	
ISS training for all staff	HT & DHT	Staff to understand the basics of the Independent School Standards and start evaluating their own practices	The school will become Ofsted ready	Evidence tracker populated		01/09/20		20/07/20	

SLT to discuss ISS and evidencing within their meetings	SLT	A fuller picture of Seadown's strengths and weaknesses	A better Ofsted inspection report	The next full Ofsted grade will aim to be GOOD across the board		Ofsted full inspection		ongoing	
Implement and enrol a new governing body for the school that have more targeted specialities to do with running an education facility	SA & HT	A greater degree of professional oversight of the new head and the school in general.	New governors will have specialist knowledge in areas pertaining to the school and will receive training on the ISS and other relevant governor responsibilities	A greater degree of oversight of the Head and the school. A better Ofsted report		ongoing		New team by 01/02/20 Decision to be made on new governor team by 01/01/20	
Implement a 'Your Say' for staff to feedback to leadership. Parent/carer feedback will also be sought	SLT	A greater degree of transparency and better lines of communication	The school will be able to adapt to the changing wants and needs of both staff and parent/carers with a greater degree of efficiency and effectivity	A happier place for the staff team to work in. A greater retention of staff. Parent/carers will be encouraged to feedback at all school events through the use of ICT (IE parents evenings etc)		01/09/20		Staff feedback by 20/12/19 First parent/carer feedback 27/28.11.19	