



School Improvement Plan 2017/2018

Involved in Learning

• Document to be read alongside School Development Plan 2015/18

Key Aims of the School Improvement Plan 17 - 18

Aim 1 – Quality of teaching, learning and assessment

All learners to be challenged by accurate assessment and curricula opportunities matched to need

Development of involvement indicators for learning supported by:

- Effective, appropriate challenge and motivation provided by leaders using coaching and supervision
- A willingness to evaluate personal performance using the Rosewood Engagement scales
- Effective feedback based on involvement rather than just outcomes
- Ensuring motivation, responsiveness and involvement is considered throughout a learners whole day
- To ensure all staff are fully aware of high expectations of their role by producing Teacher and Learning Assistant Standards

Aim 2 – Outcomes for learners

All learners to be involved in their learning, supported by highly engaged staff

- Observation schedules to be implemented with focus on Engagement and Involvement
- Moderation, within the framework of ipsative data, to be further developed to ensure consistency of high expectation across all classes
- Improve further our use of Intensive Interaction
- Data used to identify vulnerable groups and reviewed against expected ipsative progress
- Pupil premium spending monitored and impact on learners evidenced
- Work with Great Oaks to develop further the Extended ImPACTs by:
 - developing supporting curriculum documents
 - extending assessment areas
 - using expertise across both schools to improve teaching

Aim 3 – Effectiveness of leadership and management

Ensure effective leadership and management at a time of educational change, expansion under the SSET MAT

As a newly formed MAT, to use the opportunities and freedoms to:

- Establish an effective and rigorous accountability structure with clear schemes of delegation, authority and responsibility
 - Use delegated duties to Local Governing Bodies to implement a schedule of Governor Learning walks and links to SIP areas
 - Look for ways to utilise resources and expertise to the benefit of the whole MAT community
 - Benefit from economies of scale to ensure that the maximum budget can be spent on learners
 - Review the school leadership structure and make changes to effectively manage the increasing school population
 - Provide appropriate leadership training and development for existing, new and future leaders
 - Review the administration functions across the Solent Special Education Trust to ensure maximum efficiencies and support for the school
 - Work within the MAT on the development of 16 - 25 provision
 - Work with local special schools through the Schools Partnership programme to provide challenge and support to each other to improve school effectiveness
 - Work with the local authority to plan for further increasing pupil numbers
- The MAT will continue to participate in the Southampton Peer to Peer reviews and in addition use an external advisor to challenge and strengthen the strategic thinking in both schools.
To ensure the school is ready to share practice and be accountable to the Local Authority and Ofsted as a provider of outstanding education

Aim 4 –Community, health and well-being

Meet the holistic needs of pupils across the school

- Continue to work to develop appropriate practices and levels of excellence with Health colleagues
- Work in closer partnership with families to understand the challenges they face and to provide them with right support through Early Help and signposting to relevant services as required.
- Ensure families feel part of whole school life
- To develop music across the school to provide enrichment and encourage well being
- Ensuring the school and the MAT web sites are functional for legal and family requirements
- Continue to raise profile of high standards for PMLD at a local and national level by developing an ImPACTs users network
- Work with other agencies including Respite services to ensure consistency in services for our young people

Aim 1 – Quality of teaching, learning and assessment

All learners to be challenged by accurate assessment and curricula opportunities matched to need

Development of involvement indicators for learning supported by:

- Effective, appropriate challenge and motivation provided by leaders using coaching and supervision
- A willingness to evaluate personal performance using the Rosewood Engagement scales
- Effective feedback based on involvement rather than just outcomes
- Ensuring motivation, responsiveness and involvement is considered throughout a learners whole day
- To ensure all staff are fully aware of high expectations of their role by producing Teacher and Learning Assistant Standards

What we have already done 2016 / 2017	What we aim to do this year 2017 - 18	Our long term aims
<p>Shared understanding of Engagement and Involvement</p> <ul style="list-style-type: none"> • Trained all staff in Engagement and Involvement scales. • Developed whole team awareness of engagement levels and personal development areas for each staff member. These are included in all LA's appraisal targets. • Developed engagement scales for staff working with learners with PMLD based on research and school's expertise in PMLD. • Observation schedules and formats now include staff engagement scales and individual team members are rated on the Rosewood 1-5 scale. This has personalised and encouraged whole team improvement, developing the emphasis that the teacher is leader of the whole team and needs to be developing individual staff skills. • Training on Leadership and management with teachers was completed and a follow on session on how to complete supervision meetings with LAs. • Performance Management systems 	<ul style="list-style-type: none"> • Develop agreed Teacher Standards for Rosewood, specifically related to the education of learners with PMLD and SLD • Develop Learning Assistant standards for Rosewood that will be used to strengthen the Performance Management of LAs. • Implement a mentoring/buddy system for new teachers and those identified as requiring additional support • Provide training for teachers to support and coach their team to improve engagement levels and meet the Rosewood standard. • Introduce a Buddy system for all new Learning assistants from within the class or department • Develop a consistent, whole school approach for sharing Involvement Indicators • Levels of involvement will be included in class observation feedback and encouraged in class meetings • Use the twilight INSET, led by class teachers to ensure class routines are established and used to provide learning opportunities. 	<p>From 15/18 SDP:</p> <p>Assessment and Curriculum: AC1. AC2. AC3.</p> <p>Teaching and Learning: TI1. TL2. TL3. TL4.</p> <p>Leadership: L4 L5 L6</p> <p><i>For all learners to have an Involvement Indicator and levels monitored across the school day.</i></p> <p><i>All staff to know the high expectations and standards required at Rosewood and be willing and able to strive to improve.</i></p>

<p>and cycles of appraisal have been implemented offering more structure to coaching and mentoring for face to face staff.</p> <ul style="list-style-type: none">• Decision taken to continue in house recording system for appraisal• High expectations related to their post and responsibilities have been discussed with all the team with particular emphasis on teacher standards.	<ul style="list-style-type: none">• Recordings to be monitored to ensure routines are being used for learning opportunities	
---	---	--

	ACTIONS that will lead to achievement of target What	IMPLEMENTATION	TIMESCALE When	LEAD & OTHERS Who	RESOURCES	Planned Outcomes and Monitoring
1	Teacher's meetings to review DFE teaching standards and extend these expectations to be specific, relevant and challenging for Rosewood.	Deputy to schedule reviewing standards into Business Meetings every other Thursday.	April 2018	JA supported by ZE and teaching team	Staff Meeting time	Rosewood expectations for high quality teaching and learning explicit and referred to in professional dialogue between teachers. The standards will also be included in teacher appraisals.
2	Learning Assistants to be actively involved in writing the standards for their role. Model of teaching standards will be used, after initial input a working party will be invited to continue and complete task.	INSET day on 20/2	April 2018	ZE LA team and working party	INSET time (approx. 2.5 hours)	Rosewood expectations for Learning Assistants explicit and used between class teachers and team and used to inform supervision and appraisal.
3	a. Focus of Learning Walks and formal observations used to monitor Engagement Levels, use of Routines for learning and Involvement levels. b. File scrutiny will focus on opportunities for learning recorded as part of routines	Regular learning walks and 3 scheduled observation times. Governors to also be invited to join learning walks Supervision and monitoring visits SLT meetings	Nov 17 March 18 June 18	ZE and JA LT and NS SLT	Management Time SLT Meeting time SLT Meeting time	Evidence of impact of INSET and research undertaken Support and advice for teacher's to lead class improvements Whole school information shared via SLT discussions. Planned improvements implemented.
4	Class teachers to lead 3hours of twilight training with their team focused on Routines and recording	Teams to agree dates and times and submit these to SLT by October half term	July 18	Class teachers	INSET time 3 hours	Opportunities for learning are planned and recorded across routines in every class.
5	During Induction week all staff will be appointed a buddy.	From September 2017	immediate	ZE/JA and class teachers		Rosewood expectations for high quality teaching and learning explicit and referred to in professional dialogue between teachers. The standards will also be included in teacher appraisals. Rosewood expectations for Learning Assistants explicit and used between class teachers and team and used to inform supervision and appraisal

Monitoring –Curriculum Committee to monitor this area, lead Governor Chair of Curriculum Committee. Whole GB to monitor via Committee Minutes and with termly Headteacher reports.
External monitoring; Southampton LA and School to School Support programme

Aim 2 – Outcomes for learners

All learners to be involved in their learning, supported by highly engaged staff

- Observation schedules to be implemented with focus on Engagement and Involvement
- Moderation, within the framework of ipsative data, to be further developed to ensure consistency of high expectation across all classes
- Improve further our use of Intensive Interaction
- Data used to identify vulnerable groups and reviewed against expected ipsative progress
- Pupil premium spending monitored and impact on learners evidenced
- Work with Great Oaks to develop further the Extended ImpACTs by:
 - developing supporting curriculum documents
 - extending assessment areas
 - using expertise across both schools to improve teaching

What we have already done 2016 / 2017	What we aim to do this year 2017 - 18	Our long term aims
<p>Rosewood approach to process orientated Learning</p> <ul style="list-style-type: none"> • Revised observation schedules to implement Process orientated monitoring • Implement new ImpACTS assessments and complete associated curriculums for Communication, Cognitive, ECT and Physical Skills. • Developed the “Chocolate Involvement” scale to look at how involved individuals are in the learning process. Class have personalised what high level involvement looks like for each child. • Teachers now have responsibility for monitoring and supporting development of SSA and LTA’s engagement scores. • Whole class observations now focus on the impact of staff on a learner’s involvement. 	<ul style="list-style-type: none"> • Develop the observation schedule for learners with Severe Learning Disabilities • Implement the new research and learning gained by a teacher having been trained as an Intensive Interaction Lead Practitioner • Levels of Involvement developed to a consistently high standard across classes • Write a user guide for Data at Rosewood • Develop reports summaries following data collection • Improve and record the impact of decisions made to support learners identified as Pupil Premium with both learning and well-being indicators • Finish SRE Assessment and write Curriculum with GO • Write Extended Cognitive Curriculum with GO • Extended ECT assessment to be 	<p>From 15/18 SDP:</p> <p>Assessment and Curriculum: AC1. AC2. AC4. AC5.</p> <p>Teaching and Learning: TI1. TL2. TL3. TL4.</p> <p>Leadership: L4 L5 L6</p> <p>Community: CTY5</p> <p>For all learners to be involved and motivated to learn in a highly responsive learning environment.</p> <p>To ensure high standards and</p>

	<p>completed</p> <ul style="list-style-type: none">• PSEWB – SA assessment to be reviewed• Fine Motor Assessment and Curriculum to be researched and developed• Levels of augmented communication to be raised across the school	<p>expectations are consistent across the whole school.</p> <p>To ensure assessment and curriculum meets the needs of the changing complexity of pupil's needs</p>
--	--	--

	ACTIONS that will lead to achievement of target What	IMPLEMENTATION How	TIMESCALE When	LEAD AND OTHERS Who	RESOURCES	Planned Outcomes and Monitoring
1	Timetable and expectations given to new Key Skill Leaders will outcomes dated.	Emails sent to all KS leaders	September 17	ZE/JA/LT Key Skill Leaders	Development Cover and staff meeting time	Reviewed and new documentation by April 18
2	Work undertaken jointly on ImPACTS with GO	LT to liaise with Post 16 GO to arrange availability on Thursdays to jointly work	October 17	LT, GO Staff, GK, ZE, LW and DH	Development Cover time RWS	Extended assessments to have supporting curriculum
3	Develop further observation schedules, particular focus on Post 16 SLD learners	Working across both schools look at what expectations are and can a joint observation schedule be developed	From Jan 18 – April 18	LT lead ZE/JA and GO SLT to support	Management Time MAT leadership time	High expectations across Post 16 provision in both schools
4	INSET time to further develop Involvement Indicators	Class teams initially and teacher's to complete Individual Involvement Indicators	20 th October 2017	ZE Whole team	INSET day 20 th October (1 hour whole team/3.5 teachers)	Standardised system for presenting and using Involvement Indicators. Language of Involvement to be consistently used across whole school.
5	INSET time to develop augmentative communication and raise standard of Intensive Interaction	Four work shop sessions	19 th February 2017	TB/NS/PF/DH/ MW Coordinator - ZE	Development Day time for prep	Raised understanding and action plan for future improvements
6	Review and research on Pupil Premium and recording strategies	Analysis of 16/17 date for PP pupils and statements of impact Improvement plan and strategies devised	Sept 17	JA to lead ZE support Teachers to implement	Management time	Improved outcomes and impact of PP resources for those learners identified as PP
7	Data analysis shared and discussed with all teachers	Identified groups reported on and discussed.	Dec16	ZE/ZA/FJ	SLT	Impact of data collected and how informs quality of outcomes and provision.

Monitoring – Curriculum Committee to monitor this area, lead Governor IW. Whole GB to monitor via Committee Minutes and with termly Headteacher reports.

External monitoring from; Southampton LA and School to School Support programme

Aim 3 – Effectiveness of leadership and management

Ensure effective leadership and management at a time of educational change, expansion under the SSET MAT

As a newly formed MAT, to use the opportunities and freedoms to:

- Establish an effective and rigorous accountability structure with clear schemes of delegation, authority and responsibility
 - Use delegated duties to Local Governing Bodies to implement a schedule of Governor Learning walks and links to SIP areas
 - Look for ways to utilise resources and expertise to the benefit of the whole MAT community
 - Benefit from economies of scale to ensure that the maximum budget can be spent on learners
 - Review the school leadership structure and make changes to effectively manage the increasing school population
 - Provide appropriate leadership training and development for existing, new and future leaders
 - Review the administration functions across the Solent Special Education Trust to ensure maximum efficiencies and support for the school
 - Work within the MAT on the development of 16 - 25 provision
 - Work with local special schools through the Schools Partnership programme to provide challenge and support to each other to improve school effectiveness
 - Work with the local authority to plan for further increasing pupil numbers
- The MAT will continue to participate in the Southampton Peer to Peer reviews and in addition use an external advisor to challenge and strengthen the strategic thinking in both schools. To ensure the school is ready to share practice and be accountable to the Local Authority and Ofsted as a provider of outstanding education

What we have already done 2016/ 2017	What we aim to do this year 2017 - 18	Our long term aims
<p>Overarching Company established with shared core educational values.</p> <ul style="list-style-type: none"> • Great Oaks converts on 1/9/2017 to join Rosewood and form the Solent Special Education Trust (SSET) • Mock interview completed with New Schools Network (NSN), positive feedback and now waiting for round 13 to open. • High Diligence process was not successful but joint working across Health, Education and Care has moved the process forward. Twelve Post 19 students this academic year and a continued commitment to look at buildings. Reviewed situation with GO and in line with Southampton LA Ofsted recommendations will be looking at a solution that encompasses a wider population from both schools and look to 	<ul style="list-style-type: none"> • Establish a rigorous Trust Governance structure that ensures 7 principles of public life are fully understood and adhered to. • Develop a rigorous structure to ensure Funding Agreement is adhered to and internal accounting structures are secure and rigorous and external arrangements are implemented by the Members. • Appoint a Director of Finance and Operations who can fully undertake the duties and responsibilities of the Chief Financial Officer. • Devise a scheme of delegation to Local Governing Bodies to enable them to monitor and challenge standards of leadership, teaching and learning in each school • To timetable teacher presentations to Governors curriculum meetings • Support the newly appointed Assistant 	<p>From 15/18 SDP:</p> <p>Leadership: L1 L3 L4</p> <p>Governance: G1 G2 G3 G4 G5 G6</p> <p>Finance, Business and Administration: FA1 FA2 FA3 FA4</p> <p>Community: CTY5</p>

<p>develop a 16-25 Strategy.</p> <ul style="list-style-type: none"> • Considerable work and review, changes and training completed to purchase a new finance package and ensure MAT can operate as a single entity. Employed the services of SBS to replace business manager and look to develop a MAT post. • All GO staff have completed TUPE process. New contracts and shared work has been undertaken in HR services. • Strong links and parent interest group established to look at Housing in the city for young adults with complex needs. • Completed School to School Support programme to challenge practice in Special Schools in the city. • Lead Key group as part of Southampton Inclusion partnership 	<p>Head, across the MAT to raise standards of Post 16 provision and work with a multi-disciplinary team to pursue 16-25 College provision</p> <ul style="list-style-type: none"> • To review Administration and leadership structures after TUPE period, in full consultation with staff and HR advisors. • Work with GO to pursue the opening of a new free school • Continue to use the Peer to Peer to identify areas of improvement • Use the services of a Special Education consultant, Professor Michael Farrell to extend and develop strategic thinking. • To develop an audit of Ofsted readiness, including Website content of school and MAT • To develop leadership training opportunities across the MAT and look at succession and future planning • To support GO Headteacher to market and develop expansion strategy. 	<p>Secure the future provision and respond to changing needs of City population and be integral part of Local offer.</p> <p>To ensure provision is challenged via research, new learning, internal and external feedback to continually improve and innovate.</p> <p>To ensure that the new MAT offers a structure that is accountable and facilitates outstanding learning opportunities for the pupils in both schools</p>
---	--	--

	ACTIONS that will lead to achievement of target What	IMPLEMENTATION How	TIMESCALE When	LEAD AND OTHERS Who	RESOURCES	Outcomes and further action
1	Members and Trustees meeting to appoint and approve membership and delegated duties to Governors	20th September 2017	Dec17	ZE/ AE		Scheme of delegation Articles and Funding Agreement passed
2	Implement new meeting structures ensuring terms and conditions are discussed and minutes taken	Via Governing meetings and schedule agreed.	October 17	ZE/ AE		Local Governing Bodies have clear duty for monitoring and challenging leadership, teaching and learning in each school.
3	Appointment of Chief Financial Officer/ Director	Trustees to agree Job description and grading Advert to be placed Interviews with Headteachers and trustees	October 17	ZE/AE Trustees	Advert cost	Chief Financial Officer duties can be fully executed and act as part of the overall leadership structure of the MAT
4	Local Governing Bodies to have delegated responsibility to advise the Trustees on the leadership and quality of teaching and learning in each school.	Teachers will be scheduled to present aspects of the school work at Curriculum Meetings (RWS) GO to schedule own plans Governors will be invited to complete Learning walks alongside SLT	2 nd October 17 28 th January 18 4 th June 18 Nov 17 March 18 June 18	ZE IW LGB's – Curriculum Committee		High quality challenge and improved knowledge of each school

			(dates and times tbc)			
5	Continuation of the Working party from Education, health and social to be established to strategically put together a business plan for council for Avenues College. Involvement of Hampshire at this level. Extending brief to look at 16-25	Working with LA officers and promoting with Education Leadership team case to go to council	Sept 17	AE/ZE/LT	Management time	Co-producing a plan for 16-25 provision in the City
6	Complete High needs Application for Due diligence process. Develop a financial model to support application	Regular checking of issuing and deadlines being set.	Oct 17	ZE/AE/LT Chief Finance Officer Trustees	Management time and Finance time	Avenues gains approval and plan for premises for 18/19.
7	Active participation in Southampton Inclusion Partnership a. Student teacher placement b. Participation on the Board	a. Student placed in Ladybirds and Class 3 b. Attendance at meetings. c. Complete SSTEW commitment	Sept 17 – July 18	ZE/JA TB/ SM ZE/NS	Management time and release time for mentors Cover time for NS	Future proofing and raising the quality of NQTs in Special schools. Rosewood engaged in provision of high quality training to early year's settings across the City.
8	To contribute to the delivery and be visited as part of the Peer to peer review across Southampton Special Schools	Timetable of visits, observations and staff meetings to be agreed at first Special Head's conference.	13 th October 17	ZE JA LT/SM Improvement Champions	Release time for SM Management time	Professional development opportunities for all staff involved External challenge and improved awareness of critical challenge within rosewood and across the City special schools. Action plan for a development area created as a school team
9	Invited Professor Michael Farrell to strategically challenge Headteacher's of the MAT	Visits to both schools Time with Chairs' of Governors to support Performance Management	9 th and 10 th October 17	ZE/AE Chairs of Governors and Performance Management committees	£1,500 per school plus any additional expenses	Head teacher's challenged in their thinking and performance indicators discussed with LGB to inform Trustees.
10	Website and internal structures, including changes required as part of a MAT reviewed	Web review time SLT to work through development list	October 17	ZE/AE/NS/LT/MW	Management time	All legal requirements met alongside the provision of outstanding teaching and learning

		Advice and support from Clerk				
--	--	-------------------------------	--	--	--	--

Monitoring – Members, Trustees and LGB's via Whole Governors Meetings, head teacher's reports. Lead Governors – IW CG Post 16; RB Peer to Peer Support

**Aim 4 –Community, health and well-being
Meet the holistic needs of pupils across the school**

- Continue to work to develop appropriate practices and levels of excellence with Health colleagues
- Work in closer partnership with families to understand the challenges they face and to provide them with right support through Early Help and signposting to relevant services as required.
- Ensure families feel part of whole school life
- To develop music across the school to provide enrichment and encourage well being
- Ensuring the school and the MAT web sites are functional for legal and family requirements
- Continue to raise profile of high standards for PMLD at a local and national level by developing an ImPACTS users network
- Work with other agencies including Respite services to ensure consistency in services for our young people

What we have already done 2016/ 2017	What we aim to do this year 2017 - 18	Our long term aims
<p>Improved outcomes for young people with PMLD.</p> <ul style="list-style-type: none"> • SLA in place with health detailing provision and costs of health team(achieved JULY 2017 • Nursing team has changed and the appointment of a lead nurse with a Learning Disability qualification means Post 19 are also managed under the one system. • Most of the Hub team have been trained in administering medication to support nursing team and off site learning. • Introduce additional INSET day to ensure health training can be delivered effectively across the whole team. • Worked positively with Hampshire to secure additional funding for our most complex children. 	<ul style="list-style-type: none"> • Implement the Service Level Agreement, reviewing outcomes and impact on learning • To work with Hampshire and Southampton to look at how learner's with very complex health needs are supported in school • To undertake a full day's training on health competencies • To work with Health to ensure that a learner's health needs are fully reflected in the learner's EHC Plan. • To act on parental feedback and instigate any necessary plans • To form an ImPACTS closed support group for staff working with ImPACTS across all using schools and settings • To implement a subscription fee to ImPACTS users 	<p>From 15/18 SDP:</p> <p>Assessment and Curriculum: AC1. AC3.</p> <p>Teaching and Learning: TI1. TL2. TL4.</p> <p>Leadership: L5 L6</p> <p>Governance: G2</p> <p>Finance, Business and Administration: FA1 FA4</p> <p>Community: CTY1 CTY2 CTY3</p>

<ul style="list-style-type: none"> • Met with Health team and line managers and looking at the improvement and streamlining of health contributions. • All learners now have their medical report submitted with EHC review paperwork • Raised access to Share @ Rosewood by varying days and times • Parental questionnaire completed • Established timetable of TAC and TAF to fit with existing EHC/Annual review plans • Completed whole school face to face training on safeguarding and sign posting for Early Help. • Closed Facebook groups established and has been used positively by several families. • New schools have purchased ImPACTS. • Business plan has been developed to look at the Rosewood offer linked to ImPACTS and how to both develop and sustain the model. • Appointment of a new CEO at Rose Road has further strengthened opportunities to work together for the mutual benefit of both organisations and particularly our shared population. • Summer BBQ in the garden, spruced up by a family working party was very well attended. • Website was reviewed and updated to make more family/ user friendly but also to ensure compliance with new regulations. • Attempts have been made to work more effectively with Jigsaw, changes in the management of Children's services have at times made this very challenging. There have been some very positive outcomes from support work initiated or lead from Rosewood team. 	<ul style="list-style-type: none"> • To do a viability study on putting on an ImPACTS Conference in September 2018 • To contribute to the National Standards of excellence in supporting people with PMLD • To join the Ofsted monitoring group to support Rose Road Association implement a change plan • Continued use of Facebook to encourage a community of families • Develop enrichment and well- being opportunities using Music as vehicle • To continue to raise staff awareness and skills in Safeguarding and Child Protection • To continue to promote strong multi agency working, particularly focusing on Children Looked After (CLA), those on plans and Children In Need (CIN) 	<p>CTY4 CTY5 CTY6 CTY7</p> <p>Therapy: T1 T2 T3 T4</p> <p>Enrichment: E1 E2 E3 E4 E5</p> <p>To treat the learner as an individual with paramount concern for their well-being and health as an integral part of their education.</p> <p>To ensure provision is challenged via research, new learning, internal and external feedback to continually improve and innovate.</p>
---	--	---

<ul style="list-style-type: none">• Learning partnership with GO has continued to grow and this will be further strengthened through the MAT. Appointment of an assistant Head across both schools will facilitate further development in this area.• Following on from the Peer to Peer review fellow Heads have asked to work with Rosewood on areas of mutual interest.• Rosewood has secured several additional music opportunities for 17/18 that are all very exciting.• Music therapy grant achieved for the next academic year.		
--	--	--

	ACTIONS that will lead to achievement of target What	IMPLEMENTATION How	TIMESCALE When	LEAD AND OTHERS Who	RESOURCES	Outcomes and further action
1	Arrange regular meetings with Hampshire and Solent Trust to look at meeting complex health needs in the school	a. Meetings with Commissioners and Nursing managers b. implement SLA c. Supporting families undertaking Continuing Health care assessments	From October 17	ZE/JA	Time	Transparent and equitable funding for learners with the most complex health needs Joint agreement on the commissioned training to education staff from school nurses and community nursing.
2	To develop health component of the EHC with in school professionals	Ahead of EHC or as needs change	Sept – June 17	ZE/ JA	Time	Health needs for specific pupils assessed and additional needs identified
3	Develop competencies and monitoring of training across nursing and physiotherapy	a. Workshop training on basic competencies in addition to induction training b. Physio competencies and MH skills monitored across the whole school	Sept 17 May 18	LC/LP (School Nursing) LA/VM/SL/ZE	Additional INSET day MH time, INSET day June 18	Highly skilled education staff, fully trained and monitored by health and school team Reduced twilight sessions required to cover basic skill training Improved access to trained staff for all learners
4	To implement a business plan and development strategy for marketing and funding ImPACT developments	a. Closed facebook group for practitioners using ImPACTS b. Protected area on the school website for subscribers to ImPACTS developments. c. Viability study to host an ImPACTS conference	Sept17 onwards	JA/ZE/MK-W	Management time	Income generated via ImPACTS training covers staffing costs and supports the Development Days used in-house to research and refine assessment and curriculums. Innovation and research impact on the quality of teaching and learning at Rosewood.

		d. Development of training resources				
5	<p>a. Parent questionnaire to be issued and evaluated.</p> <p>b. Issues arising to be considered and themes for Share@Rosewood highlighted</p> <p>c. Social event and fundraising events to be planned</p>	<p>Questionnaire reviewed and issued</p> <p>Evaluation of results</p> <p>Improvement plan and points actioned</p> <p>Regular reading and identifying who needs to respond</p> <p>BBQ and Christmas Fayre</p>	Oct 17	JA lead SLT Review	Management Time	Family focused improvements and support for wider issues signposted.
6	Participate in a National group to look at the standards of excellence that should be available to all people with PMLD	<ul style="list-style-type: none"> Initial work with the Children's Trust School to scope standards Attendance at a conference to present work in Manchester 	Sept 17 onwards	ZE initially then opportunities for other staff	Management time Travel, accommodation cost for conference attendance	<p>The profile of Rosewood raised to national level</p> <p>National standards influenced by high quality practice</p>
7	Participate as a member of the Rose Road Ofsted Action Group	<p>a. Attendance at meetings over the academic year to support the development of an action plan</p> <p>b. monitoring visits to respite</p> <p>c. provide shared training opportunities</p>	Sept 16 onwards	ZE initially then opportunities for other staff	Management Time and out of hours commitment	Improved outcomes for our shared learners and their families in Respite services
8	Continued focus on raising awareness, understanding and reporting of all Safeguarding and Child Protection issues	<p>a. Face to face training for all staff</p> <p>b. Scheduled updates and follow up questions across classes</p> <p>c. Close liaison work with a range of agencies</p>	Sept 16 onwards	JA to lead All staff	<p>a. INSET and Induction</p> <p>b. Twilight session for electronic updates and class meeting time</p> <p>c. Planned schedule to link Annual Reviews to CIN meetings and CLA meetings</p>	Strong culture of Safeguarding and rigorous procedures to ensure all learners are kept safe.

<p>Schedule a range of Music opportunities across the school to ensure all learners have an opportunity to engage with a musical enrichment.</p>	<ul style="list-style-type: none"> a. Continuation of the Exchanging Notes Programme b. Introduction of a new SOCCO intervention c. Music Therapy both whole class and individuals d. OAE Visits and staff training e. Resonant Tales Project with Yvon Bonnefact and team 	<p>All year</p> <p>October onwards</p> <p>All year</p> <p>Nov 17 and then schedule over the year</p> <p>From Sept 17</p>	<p>ZE and class teachers</p> <p>ZE and class teachers</p> <p>JA</p> <p>ZE and class teachers</p> <p>ZE and class teachers</p>	<ul style="list-style-type: none"> a. £1000 Plus £500 for resources from Friends of Rosewood b. Class time c. Grant funding secured to cover costs d. £1000 e. Staff meeting time 	<p>Improved emotional well-being for all learners</p>
<p>Monitoring – Whole Governors Meetings, head teacher’s reports. Lead Governors LM Health IC Safeguarding</p>					