

THE GROVE SCHOOL IMPROVEMENT PLAN 2022-2024

	ONE		TWO		THREE	
AIM	<p><u>Leadership and Management</u> The Federation works in partnership to develop and support with the implementation of re-organisation of SEND leadership. Teachers share good practice across the Federation</p> <p>EHT works strategically with Southwark LA to develop the Early Years Strand of the SEN/D strategy and to explore alternative models of early years provision.</p> <p>Parent Governor is elected and governor visits take place</p>		<p><u>Quality of Education</u> The curriculum ensures there is progression of skills and knowledge with a focus on children’s communication and language across all areas of learning. Enhanced Communication-Friendly Award is retained at TG. Use of Tales Toolkit is consistent and embedded and children make progress with their storytelling skills.</p>		<p><u>Quality of Education</u> Rich real-life experiences form an integral part of the curriculum and are used effectively to develop children’s knowledge, understanding and skills.</p>	
	We will know we are successful if	Success Criteria	Eval	Success Criteria	Eval	Success Criteria
<p>Federation SENDCo/AHT works in partnership with the EHT and DHT to deliver SEN/D provision and share best practice, staff training across the Federation develops staff expertise Teachers share planning through regular teacher meetings. The Grove responds to Southwark changes in SEND approaches where appropriate.</p>			<p>Children make progress in their learning and their play becomes more elaborate. Staff are able to articulate the stages of progression in all areas of learning. Children who are identified as requiring extra support are able to access this via referrals and appropriate interventions.</p>		<p>Nursery planning includes regular opportunities for learning based on real-life experiences, including those of individual children.</p>	
<p>Evidence-based interventions are effectively delivered across The Grove and children make progress. Moon class, the sensory room and soft play are all used to support children’s development. Children have access to a wide range of resources that reflect their interests and motivations and help them to develop new skills.</p>			<p>Children make good progress in their communication and vocabulary. Adults introduce new vocabulary in ways that are developmentally appropriate to each child. Songs and Stories are used in a meaningful way to introduce new vocabulary to children.</p>		<p>Children can incorporate what they see, feel and experience into their independent play with increasing confidence and are highly motivated learners.</p>	

	<p>Governance – Parent Governors are recruited and meeting times consider governor availability to ensure they can attend meetings</p> <p>link governors visit the schools to develop their roles. Governors attend Southwark training and support the SLT.</p>	●	<p>Adults support language development for each child through high quality ‘serve and return’ interactions.</p>	●	<p>Children can draw on a range of stories and songs that they know well and recognise connections between stories and play.</p>	●
Actions	Description	Who	Description	Who	Description	Who
	<p>EHT taking on the SENDCo role with support from Federation SENDCo.</p> <p>DHT at KW leading on communication at KW with support from TG SENDCo</p> <p>Regular meetings taking place/ Teacher meetings and SEN/D meetings.</p>	EHT, DHT, AHT T	<p>Subject leaders use, review and adapt the progression documents. Progression documents are created that link to the continuous provision. Staff meetings focus on different areas to ensure all staff are involved and understand the journey of learning,</p>	EHT AHT LP All staff	<p>Trips are planned well in advance to allow for parents to take time off work.</p>	T AHT
	<p>INSET day arranged – sharing information across both schools re SEN interventions and supporting delivery at KW within framework of new staffing structure. TG staff attend an INSET day at KW to observe provision and the use of resources TG: additional resources to enhance SEN provision during targeted sessions; exchanging resources across both settings.</p> <p>Cost £500 resources</p>	AHT	<p>Staff receive feedback, modelling and coaching on how to co-play with children at different stages of development and play and language become more elaborate as children make progress.</p>	SENCO	<p>Play provision is supported with meaningful resources to help children replicate their lived experiences during play.</p>	T
	<p>Elections take place in the Summer term</p> <p>Link Governors attend</p> <p>Skills audit used to recruit governors with the skills and knowledge required.</p>	AHT	<p>Planning identifies key vocabulary to be used. Core books are used to introduce new words. Ambitious songs are learnt and performed with families. Cost £500 books</p>	SENCO DHT	<p>Books are brought to life in a wide range of ways e.g. Adults acting out stories, the use of props and puppets.</p> <p>Tales toolkit is consistently implemented.</p>	T

		FOUR	FIVE	SIX		
AIM	Behaviour and Attitudes IMHARS objectives achieved. Children receive the appropriate support and strategies to develop self-regulation skills. To develop children's understanding of consent and body boundaries To develop 'rough and tumble play within consent based boundaries.		Personal Development Children develop their understanding of choice, consent and safety.		Safeguarding, Finance and Sustainability To continue to ensure the Federation is a safe place and financially sustainable.	
	Success Criteria		Eval	Success Criteria	Eval	Success Criteria
	Good partnership working supports children and improves children's ability to co-regulate through effective co-regulation.			All staff understand the importance of seeking consent from a child when supporting them. e.g. taking off their coat, wiping their nose etc.		Health and Safety audit actions are completed in a timely manner. The environment is maintained to a high standard within financial constraints. Trial running one kitchen and delivering meals to save money
	We will know we are successful if Staff understand that dysregulated children need our empathy and understanding and not our judgement. Appropriate actions are identified and implemented and reviews show that planned outcomes have been met and that positive steps have been taken to help children towards accessing the support that they need. Place types changed for September to support the end of day routines. Transition times are managed effectively to support children's emotional development.			Children feel respected and confident that they are listened to and that their voices and preferences matter.		The Grove has a sustainable staffing structure. The Grove takes a solution focused approach to staffing. The Grove staff confidently and quickly share concerns with the Leadership team A culture of Whistleblowing is embedded and good teamwork ensures the smooth running of the service. The school's ethos of a 'Loving Pedagogy' is reflected in all aspects of school life. Place types and timings are changed for September.
Children's wellbeing/mental health/behaviour begins to improve.			Children develop their understanding of risk and danger and begin to understand how to keep themselves safe.		The Grove continues to develop ways to ensure that the current increase in roll is maintained, including liaising with other provisions in the area	

Key Eval (evaluation) ● completed ● started and on track ● need to start ● not started

Actions	Description	Who	Description	Who	Description	
	Staff build strong and effective partnerships with families, getting to know them as well as possible, in order to support early identification of any wellbeing/mental health/behavioural issues.	EHT AHT LT T	Staff model consent for children, e.g. between peers and consistently seek consent during their own interactions with them. Do you want a hug?" "Do you want a fist bump/ a high five? is a question that is asked regularly. Staff meetings used to share ideas and what has worked well.	EHT AHT T	Health and Safety action plans are shared at F&R committee meetings. Termly health and safety inspections are carried out with the link governor. Feelgood Garden at the Grove developed and used.	EHT SB LT T
	TAF/ TAC meetings take place where there are concerns around children's wellbeing / mental health/ behaviour. Consent-based referrals are made to outside agencies [e.g. EP, Early Help, CAMHS] as appropriate. INSET Day on supporting 'Rough and tumble play' takes place COST £300	EHT AHT LP T	Song board and story boards are used to give children the opportunity to choose a song to sing or a story to read. Solution cards and social stories are used to support children in problem solving. £200 Laminating and photocopying	AHT LT T	Staffing structure is reviewed, the proposed staffing structure supports the schools to become sustainable in future years. Complete staffing profiles to reflect different scenarios of falling roll as well as increasing rolls. Complete any reorganisation that may be necessary. Staff Appraisals focus on raising concerns Staff complete conflict online training HR train Senior and middle leaders on capability and disciplinary policies and having difficult conversations. £600 HR training £200 online training	EHT SB M
	Strategies to support children's wellbeing/mental health/behaviour are routinely shared with parents, through conversations Children are supported to understand that there are natural consequences to unacceptable behaviour. Use of Feelgood Garden at TG. CGSG £2000	AHT LT T EYE	Aspirational language is used rather than 'Be careful' Limit setting is agreed by all staff and is consistent. Online safety- books are used to talk about safety. Info is shared with parents about online safety and technology.	EHT DHT T	Partnership working with Frootes media Video tours are created and links to the curriculum are easily found. Governors regularly check the website. New banners are in place. Instagram account created. School Blog developed. FROOTES COST £1800 Articles in Nursery World continue to promote the good practice of the Federation.	EHT SB M