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Moorcroft will be an environment where students are "immersed" in communication.	Autumn 1- There will be a refresher in a Teachers' meeting about the communication bands and what bands their students belong to. Communication TA2s will also attend this meeting. Autumn 1 - New therapies profile will be launched incorporating information about the communication needs of every student within the school. Autumn 1 - The SALT team will give further training to TA2s to support them in establishing purposeful communication systems in class. Speech and Language therapies will support teachers and TA2s in class meetings throughout the year. From Autumn 2017 - Students' communication aims and key word foci will be clearly stated in teachers' medium term planning. Key vocabulary for each lessons will be shared with the whole class team before the beginning of each lesson and will be shared with students at the start of the lesson. Students will be equipped with the new vocabulary as it is going to be clearly stated, demonstrated and repetitively used each half term by all members of class staff Communication TA2s will ensure class communication boards displaying useful information will be completed and updated when needed. From Autumn 1 new structures at the start of each session will ensure that communication books and AAC devices are employed to enable students to be ready to learn. Communication Aids will be use at all times throughout the school day including lunch and breaktimes. Autumn 1 - more communication TA2s will be advertised and appointed. From Autumn 1 two TAs2s will model signing in their classes to improve signing of both staff and students. Throughout the year all communication TA2s will be trained in Signalong. Autumn 1 - SALT team will train TA2s to programme AAC devices enabling these devices to be updated at a much faster rate. Spring 2017 - SALT team will meet with BS to draw up a list of key words for different developmental stages. These key works will also be linked to students' personalised plans Throughout the year the SALT team will hold communication lunchtime clubs.	Communication refreshers will enable teachers and support staff to continue employing the most appropriate communication approaches throughout the school day. The communication boards will enable staff to remain focus on delivering these profiles. The new therapies profile will mean that students' individual needs will be available at a glance. Teachers and members of staff will know exactly the level of communication of students, their communication method and the way to support them in class. TA2s will be more confident at supporting communication programmes in class through further training from the SALT team. Classes will be immersed in key vocabulary through effective sharing between staff and students. Staff will become more effective at compiling key vocabulary through guidance about planning for different developmental levels. They will be better equipped to promote communication throughout the whole school curriculum. Students will be challenged to make outstanding progress by the embedding of communication into their daily routines. Use of specific vocabulary linked to the life skills curriculum will equip all students with effective communciation skills to develop their independence throughout their lives. Increased support from Signalong trainers will mean that all members of staff will be familiar with the new signs and will be confident to demonstrate them and use them to communicate with students Staff will be more confident at programming AAC devices. Pupils will be motivated to use them as vocabulary will be relevant and up to date. Lunchtime clubs will enable students to improve their social skills.	*Olga Toulkeridou* Observations and learning walks demonstrating regular signing of key words and communication aids and tools being used throughout the school day. These will include joint learning walks with the SALT team. Mid and end of year data demonstrating outstanding progress in communication. Appraisal and performance management data will demonstrate that staff are more confident in signing. Minutes of class meetings. Records of training.	Embedding Excellence					
				Impact & Dissemination					

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Pupils at Moorcroft will continue to maintain and consolidate outstanding progress by improving the rigour of assessment procedures.	At the start of Autumn 1 "PLOs" will be renamed learning aims with targets uploaded on to Behaviour Watch. Teachers will upload all evidence of student progress on Behaviour Watch from Autumn 2017. By the end of Autumn 1 all Learning Aims will be linked to EHC outcomes through the "life goals" system on Behaviour Watch. Autumn 2017 - Headteacher to meet with Heads of Therapies to discuss uploading all therapy interventions on Behaviour Watch. HT will then meet with therapists to provide training to make this possible. Spring 2018 - mid year data drop will also report on impact of attendance, behaviour and therapeutic interventions on student progress. Spring 2018 - BS to review assessment using MAPP, following the publication of MAPP2 and will review the 10 point scale to ensure it is robust and up to date. The Skills for Life and Socio-emotional profile will also be linked to MAPP assessments. Spring 2018 - BS to liaise with assessment co-ordinators and the Director of Schools to ensure assessment processes and thresholds are in line with other academy schools and other special schools. In particular the judgement of expected and higher than expected progress will be brought into line with other academy schools. Summer 2018 - student data will be moderated in conjunction with other academy schools and external partners.	Teachers will be able to intervene quicker to support students falling behind and to challenge students doing well through assessment in real-time on Behaviour Watch. Teachers will be able to more effectively assess EHC outcomes by linking them to Learning Aims. The therapy team will be able to evaluate the success of interventions by measuring them against student progress. School leaders will be able to intervene quicker to support students falling behind by more effectively linking attendance, behaviour and therapeutic interventions to student progress. The review of assessment using MAPP will ensure that assessment remains rigorous and is comparable to similar schools. School leaders will have greater confidence in judgements about student progress by ensuring assessment procedures are in line with other academy schools. Rigorous moderation will ensure school judgements about progress are accurate.	*Bozena Sarosiek / Andrew Sanders* Mid Year and End of Year Assessment reports. Evidence on Behaviour Watch of continuous assessment. Reports analysing the impact of interventions on student progress. Case studies from moderation meetings. New assessment policy to be published early 2018.	Embedding Excellence					
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Implement a new Key Stage 4 curriculum to ensure KS4 students make a greater contribution to the life of the school	Autumn 1 2017 - a new curriculum will be introduced for Key Stage 4 students. By the end of Autumn 1 a new Key Stage 4 handbook will be in place. Each student will have a personalised curriculum based on their chosen talent pathways and their likely programmes of study for the sixth form. The curriculum will include topic based lessons and students' reflection of learning will be clearly stated on a topic display board adapted for each class. Teachers planning with reference Health and Fitness and SMSC which will be embedded throughout the school day. By January 2017 talent pathways will be reflected in clearly defined timetables for each key stage 4 students. The new Key Stage 4 curriculum will be distinct from Key Stage 3 and will incorporate opportunities to apply their skills practically throughout the school day. By the start of Spring 2, students progress with regards to their talent pathway will be measured against : Key stage 4 thresholds, learning aims and p levels. They will be saved in Behaviour Watch and progress will be evidenced by a combination of written and photographic evidence. In Autumn 2017 a new Community Programme protocol will be introduced. Community learning objectives will be clearly stated on the new off site student trips proforma and it will match the teachers' planning In Autumn 2, Key Stage 4 classes will organise at least one whole school special event linked to enterprise lessons. By Summer 2018 all students in Key Stage 4 will have been engaged in work experience / work training (for example, running the tuck shop and the school library). Spring 2017 - Kay Stage 4 students will have the oprrotunity to develop friendshiip groups with students from other academy schools.	KS4 teachers will be able to deliver the curriculum more effectively through the new Key Stage 4 handbook. Students will be able to identify their talents more effectively by linking talent pathways to programmes of study. KS4 students will make outstanding progress in developing practical and life skills through more opportunities to apply their learning. Assessment in real time through Behaviour Watch will mean that assessment in Key Stage 4 will be more rigorous. Year 11 students will be able to make more informed choices regarding Sixth Form courses through the opportunities for them to rehearse and apply their talents during their times in the Key Stage 4. Students will receive greater challenge in community programme through the introduction of the new process. Students will also make a greater contribution to the local community through community activities. Key Stage 4 students will improve their social skills and will be more fully involved in the life of the school by contributing to special events. Their social skills will also improve through friendship groups with other schools. Key Stage 4 students will demonstrate a clearer understanding of the Work of Work through Work Experience and Training.	*OlgaToulkeridou and Andrew Irving* Teachers will complete a feedback form twice a term to comment on the effectiveness of the new curriculum. AI and OT will arrange frequent catch up meeting to analyse the effectiveness and practicality in class of the curriculum. Observations and Learning walks to assess teaching and learning in the Sixth Form. School data demonstrating outstanding progress in Key Stage 4 as a result of a new and challenging curriculum. Records of special events and case studies of Work Experience and training.	Embedding Excellence					
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Implement a new curriculum for students working at Entry level, including meaningful accreditation.	In September 2017, there will be a class for year 10 and 11 students working towards and working at entry level. By the end of Autumn 1 2017 a handbook will be in place to support the teaching and learning of these students. Resources to facilitate the delivery of this curriculum will also be purchased by the end of the first half term. During Autumn 2 members of SLT will hold meetings with Pentland Field School to ensure that assessment processes for these students are sufficiently challenging and robust. By December 2017 age appropriate reading materials will be in place for these students. By Spring 2018 students from this class will be engaged in meaningful work training / work experience. By April 2018 an Entry Level Accreditation system will be in place for those likley to achieve Entry 1 or 2 in English and Maths by July 2019. Teachers will plan a clear programme of study to faciliate this and will maintain a portfolio of evidence during this period. Summer 1 - the sixth form curriculum will be reviewed to ensure that it is appropriate for year 11 students joining in September 2018. During the Summer term 2018 year 11 will take part in a clear transition to sixth form allowing them to make informed choices about 6th form course. Throughout the year students in this class will be fully engaged in the Annual Review process to enable them to make informed choices about their future.	Students in Westminster Class, though a relevant and challenging curriculum, will make expected or better than expected progress towards entry level qualifications in English and Maths Students in this class will make outstanding progress as a result of challenging targets set as a result of a rigorous and robust assessment scheme. Students will make better progress with their reading through access to relevant and age appropriate reading materials. Students gain a better understanding of their talents and skills and of the world of work, through the work training programme. Students will be better prepared for Post 16 and Post 19 education by gaining relevant and useful accreditation. The review of the sixth form curriculum will also ensure that these students are continually challenged when reaching sixth form. Year 11 Students will be able to make more meaningful choices about Post 16 education by being fully involved in the annual review process and in their transition to sixth form.	*Andrew S and Terri* Observation and Learning Walks demonstrating outstanding teaching and learning in the Westminster class. Mid and end of year assessment data demonstrating greater than expected progress particularly in reading. Records of Annual Review minutes. Accreditation Portfolios Evidence of work training uploaded to Behaviour Watch in the form of video and photographic evidence. New curriculum handbook.	Embedding Excellence					
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Incorporate physiotherapy into Health and Fitness lessons	From the start of the academic year class teams will meet regularly with the physiotherapists and OTs to ensure that physiotherapy programmes are fully embedded into lessons. Each class will also have a linked physiotherapist or OT working alongside their classes. The majority of students will have their physiotherapy programmes built into the lessons rather than a standard programme. The new therapy profiles to be introduced in Autumn 2017 will ensure that all staff are aware of the physiotherapy needs in their classes. Teachers' planning will indicate when in the school day physio programmes are implemented. Embedding of physio to be incorporated in the induction programme when new staff join the school. Autumn 2017 Heads of Department to meet with physiotherapists and OTs to ensure that class staff are adequately trained to deliver physio during lessons. A new sensory gym to be opened in Autumn 2017 will provide an additional space for health and fitness lessons where physiotherapy can be incorporated. Physiotherapists and OTs will meet termly with Heads of Department to ensure that priority for the hydropool is given to those students who need it. The new KS4 handbook to be published in December 2017 will include guidance on embedding Health and Fitness into the school day. Spring 2018 - Physios and OTs to be invited to lead a teachers' workshop to brainstorm ideas of linking physio to Health and Fitness lessons. Spring 2018 - workshop for parents to inform them how physio programmes are incorporated into learning. Spring 2 - teachers to carry out peer and external observations of lessons where physiotherapy is embedded.	Lessons will be more inclusive for those students who have physiotherapy programmes. Pupils will be able to remain in class for longer periods due to physiotherapy programmes being carried out during lesson times. Pupils will be ready to learn and through physio programmes being carried out more regularly. Parents will feel better informed about physio programmes carried out at school and will gain a better understanding of how they support readiness to learn. Staff will feel more confident at carrying out physio programmes through training, peer observations and more regular meetings with therapists. A greater emphasis on Health and Fitness in KS4 will result in students making better progress in their Physical Development Targets. Parents will gain more confidence in the school carrying out physio programmes through family workshops.	Terri Harper Observations and learning walks of all classes demonstrating the embedding of physiotherapy programmes in class. Interventions recorded on behaviour watch linked to student progress. Mid year and end of year data demonstrating good to outstanding progress in physical development targets. Minutes of class and departmental meetings. Feedback from parent workshops. Feedback from staff on peer observations.	Connectivity					
				Family Engagement					
				Impact & Dissemination					

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Students will be more engaged at lunchtime through a greater range of lunchtime activities and clubs.	Autumn 1 - a new cross school team will be launched to plan lunchtime activities across the school. By Autumn 2 the cross school team will publish a lunch time activities handbook, outlining strategies and activities for the whole year. The cross school team will also draw up a list of resources needed to run the clubs to be purchased by the end of the Autumn term. Towards the end of Autumn 1, Andrew I will lead a workshop for teachers aimed at introducing and discussing activities that are to take place at lunchtime. At the start of Autumn 2 Heads of Department will introduce lunchtime activities at departmental meetings and outline how they are to run. By the end of Autumn 2 lunchtime activities will be running throughout the school. Certificates will be awarded during well done assemblies for progress during lunchtime. Spring 2018 - Andrew I to meet with therapists to discuss inclusion of therapy activities (e.g. communication) into the lunchtime programme. Spring 2018 - Andrew I to visit other Academy Schools and other SLD schools to research activities that could be implemented at Moorcroft. Summer 1 - Andrew I to report back to teachers and information gained from other schools and how these ideas can be implemented.	Pupils will be better engaged at lunchtime through lunchtime activities. Behaviour and engagement will be improved in afternoon lessons through structured lunchtime activities. Pupils will be safer at lunchtime through engagement in lunchtime activities and closer supervision of staff. Staff will be better skilled in supporting students at lunchtime, through the new handbook and the work of the cross school team. Pupils will have the opportunity to exercise democracy by making choices about the extra-curricular activities they would like to be a part of. Pupils will have the opportunity to celebrate achievements at lunchtime through well done assemblies. Pupils will widen their interests through lunchtime activities. Pupils will improve their social skills by spending time with their peers during lunchtime activities. Staff will gain a greater knowledge of possible lunchtime activities through feedback on visits to other schools.	Observations and Learning walks demonstrating good practice at lunchtime. Case studies of students who have been supported during lunchtime activities demonstrating improvements in achievement and behaviour. Staff surveys regarding the success of lunchtime activities. New handbook outlining a clear long-term plan that reflects the activities on offer. Data from Behaviour Watch regarding certificates awarded as a result of lunchtime activities. End of year data demonstrating improvement in social skills. Reports from outside visits.	Embedding Excellence					
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Students will be ready to learn at the start of the morning and afternoon, through a structured start to lessons and embedding of therapies into learning	At the start of the academic year timetables will be clear that learning times will start at 9:00 and finish at 3:15. Autumn 1 - a workshop in a teachers' meeting will support teachers to plan "readiness to learn sessions". The training day at the start of Autumn 2 will also include a session to support all staff with these sessions. There will be regular refreshers throughout the year. Autumn 1 - OT TA2s will receive training from the therapy team in setting up sensory programmes to prepare students to be ready to learn. They will then disseminate this information to class staff during weekly meetings. Autumn 1- "Readiness to learn" sessions will be included in classes' timetables. The equipment used for the sessions – visuals, games, OT objects will be named and clearly labelled within wallets. Now and next boards and emotion charts will be used under therapists advice within the class. Students will be able to follow a routine 4 times a day – first thing in the morning, after snack, after lunch time and when they wait for the bus home. The activities will all be related to students' sensory and emotional skills; the classroom environment will be calm at all times. A written form of the routines will be produced accompanied with the students learning aims; teachers and member of staff will be able to monitor progress and show confidence in their evidence Throughout the year new teachers will receive mentoring from SLT to support them in the implementation of the readiness to learn programmes. By Spring 2017- The SI room will be timetabled and used regularly for students to use for timetabled sensory breaks. The OT team will help with the set up of the room which will be used during the "readiness to learn" sessions in class. Throughout the whole year students' emotional needs will be met during routine times. Music/Dance/Drama therapists will join class meetings and explain extensively the information mentioned at the students' therapies profiles. Their visits to the class will be timetabled – each one of them will be mainly responsible for a number of classes By joining class meetings therapists will support the students' emotional needs and general well-being by suggesting activities and sharing information and expertise. Learning time will start at 9:00 and finish at 3:15	Readiness to learn will mean that students will cope with transitions more effectively. As a result students will be calmer during the whole school day and the learning time will be increased. Students will be able to communicate their needs and become familiar with a clearer routine that prepares them for learning. Through structured timetabling of "readiness to learn" and integration of sensory breaks into the school day, staff will be able to implement sensory programmes more effectively. A clear structure and greater opportunities for communication will enable students to manage, communicate and self-regulate their emotions more effectively. Individual and whole school training will raise awareness of the individual sensory needs of students and effectively use of the individual OT programmes. All members of staff will feel supported to build up a routine that helps student decrease their levels of anxiety. Staff will report greater engagement and less instances of challenging behaviour. Therapies will be embedded more fully into school day by greater collaboration between the teaching and therapy teams.	*Olga Toulkeridou* Behaviour Watch incident reports will be reduced across the school Progress on the Learning aims will be above expected - Especiallty those related with the areas of emotional, social and mental health and OT Evidence of learning walks and lesson observations will be reflect on the calm environment around the school and within all the classes. Positive behaviour managment using breaks will be evidenced too Minutes of team meetings and training records. Case studies of students who have improved due to this project.	Connectivity					
				Impact & Dissemination					

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There will be more wellbeing initiatives for staff, including clear, supportive and constructive debriefings following instances of challenging behaviour	The cross school wellbeing team will continue to meet weekly to plan wellbeing events for staff. The aim will be to have an event at the end of each term. Autumn 2017 - the wellbeing team will survey staff to establish how wellbeing can be embedded into the school day. They will report back to the Headteacher by December 2017. Actions to be implemented in January 2017. A Staff wellbeing board will be updated regularly; the board will include of events that occur in the local community, Staff successes and birthday will be recognised etc By January 2018 a new debriefing protocol will be in place at Moorcroft. This will aim at supporting staff following instances of challenging behaviour, but will also ensure adjustments are made to prevent further challenges. The profile will be summarised through a flow chart displayed in every class. Autumn 2018 - Moorcroft's SLT will link with members of the Eden Academy professional development team to explore an external accreditation courses on debriefing that staff can attend. Spring / Summer 2017, key staff to attend accredited debriefing training. By end of the Summer term 2018 staff trained in debriefing will deliver training to all staff on effective debriefing. The new debriefing protocol will be incorporated into the Whole School Behaviour Policy to be revised in June 2018.	Staff morale will continue to improve as a result of wellbeing events and initiatives. There will be greater celebration of good news and staff achievement through the wellbeing board. All staff will be aware the process of debriefing and will understand that the debriefing process is linked to a serious incident and that the process is not needed for all events. Staff will be empowered to better manage challenging behaviour through more proactive debriefings. There will be more staff skilled at leading debriefings through the new protocol and through attendance at accredited courses.	*Terri Harper* Regular surveys from the wellbeing team. Feedback \ evaluation forms of wellbeing days Members of SLT will monitor Behaviour Watch to see when debriefing is needed Training for a select number of staff to ensure they can lead a debriefing session. "	Impact & Dissemination					
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Communication with staff about what is going on in the school is more effective.	September 2017 - weekly briefings will move to 8:30 and all staff will attend. Autumn 1- A Moorcroft staff newsletter will be issued at the start of each week to inform staff about what is going on in the school and to celebrate achievement of both staff and students. The newsltter will also inform staff about the work of the cross school teams and will invite feedback, particularly regarding school events. This will be compiled by the new receptionist who is taking up her post in Autumn 2017. The newsletter will be launched at a short staff meeting to ensure that staff are fully informed and involved in the process. The newsletter will also inform staff when key information is published (e.g. :LAB minutes) and how to find it. Autumn 2017 - AzteQ will install the OWA app at phones, laptops and tablets, so staff have better access to emails and whole school calendars. Autumn 2 - training day will include a workshop on the email system and the whole school calendar. Autumn term – A new class meeting template will be implemented to guide discussions between class staff and to ensure Heads of Department and SLT are kept up to date and can support where necessary. The main priority of class meetings will be to discuss student progress and to share good practice about teaching and learning. Teachers will receive training on chairing of these meetings in a teachers' meeting. From Autumn 2017 - presentations from teacher workshops and training sesisons to be emailed to all staff. SLT meetings will include breifings about Academy developments, with non confidential items being published in the newsletter. Spring 2018 - A buddy system among teachers will be introduced as part of teachers' meetings to enable teachers to support each other in their professional development.	Staff will understand the importance of being responsible to be informed about the events that take place throughout the week. They will feel valued and included in the school's life Moorcroft staff will be aware of what happens throughout the week as well as receive written messages from the senior management team and the cross school teams. They will feel included in the life of the school by having the opportunity to contribute to the newsletter. Staff will also feel better informed about Academy developments. Teachers will be enabled to take the leading role within their class through the new format of class meetings. They will be empowered to plan effectively how to move things forward by taking actions after every meeting. Class meetings will be more focused and keep a better pace, through the new meeting format. Class jobs will be carried out promptly through deadlines set at the meetings. Meetings will be more professional run through a clear focus. Class teachers will be empowered to take on the leadership of their class teams. Staff will report that they are consulted about school developments through the emailing and sharing of training materials. Teachers will feel better supported in their professional development through the buddy system. They will support each other within their key stages and show greater leadership skills within the classes.	*Olga Toulkeridou* Staff newsletter. Minutes from class meetings. Feedback from staff at the monthly class reps meeting. A staff questionnaire related with communication around the school will be given to everyone in the middle of the academic year- evidence will show improvement in communication. Observations and learning walks evidencing support that teachers have provided for each other.	Embedding Excellence				
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Staff will have more opportunities to develop in specialist areas (e.g. ASD or Challenging Behaviour)	In Autumn 1, Nick White will be invited to speak to staff to give them support to logon to the Eden CPD website to enable them to research and apply for relevant courses. From Autumn 1, 1 teacher will enroll on a postgraduate ASD course and at least 3 teaching assistants will enroll on NAS accredited autism and special needs online courses. At the start of Autumn 1, 2 TA2s will begin to train staff in their classes in signalong. At least 2 more TA2s are to be trained in signalong by the end of Autumn 2017. During Autumn 1, all performance management and appraisal meetings will include a discussion of career development. All staff will be invited to research and apply for accredited courses that that are consistent with the 2017-18 SDP targets. 1 new teacher will be enrolled in the SSDP for the first cohort and a further teacher will enroll in the second cohort. Throughout the year staff will be invited to attend academy training programmes. HT will negotiate with GS and NW to ensure that more courses are delivered in Moorcroft, particularly in coaching and mentoring. In September 2017, teacher will be invited to enroll on the Middle Management course.	Staff will have better access to information about training, by being empowered to use the Academy's CPD site. Teaching and learning amongst key groups (such as ASD students) will be outstanding due to growing staff expertise in delivering pedagogies suitable to student needs. Staff will become more skilled in signing as a result of mentoring by TA2s working in their classes. Pupils' communication skills will also improve because of this. Staff will report greater job satisfaction due to being able to identify career needs as part of the performance management and appraisal cycle. New teachers will become quickly skilled in meeting the needs of SLD students through the SSDP. Staff will be better skilled at coaching and mentoring, through the Academy training. More staff will be able to step up into leadership positions, due to skills gained through the middle management course.	*Andrew Sanders* Evidence of more staff applying for courses through the CPD website. Observations and learning walks will demonstrate outstanding practice amongst specialist groups. Observations and learning walks will demonstrate greater signing in class. End of year performance reviews demonstrating greater job satisfaction and skills due to enhanced training. Feedback from Eden training.	Embedding Excellence					
				Impact & Dissemination					

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Staff will develop greater confidence and competence in using ICT systems	Autumn 1 - the SALT team will carry out weekly training with TA2s to enable them to programme AAC devices. Following this TA2s will train members of their classes to programme these devices. Autumn 2017 - A new cross school team will survey staff for ICT training needs, produce training materials and will plan workshops for the training day on the 30th October. Autumn training day will include carousels where staff will focus on using the school calendar, network and email system, recording behaviour and achievement on behaviour watch, using Communicate in Print, displaying information at the front of the school and employing ICT in the classroom to improve the performance and engagement of students. Autumn 2 - the cross school team will produce a further survey to gauge the success of the training day and to plan top up workshops for the remainder of the year. Throughout the year there will be top up training workshops during meeting times to support staff in improving their ICT skills. Cross school team members will also form buddy groups with those in need of training. By the end of Autumn Term 2017 all student assessment will be recorded on Behaviour Watch. Staff will upload evidence of achievement onto Behaviour Watch. By Spring 2018 all student achievement will be uploaded onto Behaviour Watch ready for the mid year data drop.	Class teams will be more competent at setting up and programming AAC devices. There will be wider use of these devices in the classroom. More staff will be skilled at training others to use ICT through the work of the cross school team. Staff will report greater competence at using the schools' ICT systems. Staff at Moorcroft will be competent in using the school email and calendar systems. Teachers will be able to delegate more ICT related tasks to support staff due to greater competence in using ICT. Pupils will be more engaged in lessons through greater confidence in staff using ICT equipment in school. Teachers will be able to plan more challenging activities for students through the ability to assess progress in real time using Behaviour Watch.	*Andrew Sanders* Observations and learning walks will demonstrate greater use of AAC devices in lessons. Observations and learning walks will demonstrate greater engagement of students through use of ICT lessons in class. Staff surveys throughout the year. Evidence from admin staff regarding greater use of the calendar and email system. Evidence uploaded onto Behaviour Watch.	Embedding Excellence					
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Teaching Assistants will have greater opportunities for professional development in order to help them progress in their careers and to improve job satisfaction. *To be read in conjunction with the Staff Development Target*	Near to the start of Autumn 1 the HT will meet with TAs to encourage them to apply for further TA2 posts and to brief them into submitting the best possible applications. Autumn 1, more TA2 posts will be advertised to ensure there is a TA2 in every class. From Autumn 2017 onwards there will be an induction course for TA2s led by SLT and Therapy leads to support them in developing their roles. From Autumn 2017 onwards, more TA2s will be trained in Signalong and SI ensure they are able to support class staff to develop these programmes effectively. In Autumn 2, at least 3 TAs will take an accredited ASD online course. As part of the appraisal process TAs will be encouraged to identify specialist areas they would like to work in (e.g. challenging behaviour) and will be invite to apply for courses to improve their practice. Throughout the year TAs will be encouraged to sign up for Academy courses, particularly in coaching and mentoring. More of these courses will take place at Moorcroft to enable more TAs to attend. From Spring 2018 TAs will be able to provide mentoring, guidance and support to new TAs under the guidance and supervision of SLT. September 2017, a new cross school ICT team will skill up TAs and teachers to support others in improving their ICT skills across the school.	More TAs will have a greater opportunity for career progression through the availability of more TA2 posts. TA2s will report they have greater skills in their specialist areas through training to support them in their roles. Teachers will receive greater support in class through TA2s competent in signing, SI and other specialist areas. Pupil achievement will continue to improve through more class staff being able to support them in signing, sensory programmes etc. TAs will feel they have more opportunities for career development by being invited to apply for training in specialist areas. There will be a greater uptake of Academy courses due to more being hosted at Moorcroft. TAs will report greater job satisfaction through being able to take part in mentoring and coaching of new TAs. Competence of ICT across the school will improve through more TAs being able to train others to use ICT.	*Andrew S* Evidence of the success of TA2s being successful in applying for new posts. Data from observations and learning walks demonstrate more effective use of specialist programmes in class. Performance management data demonstrating TAs having clear plan as to how to improve their professional development. Course evaluations. Survey of TAs and the end of the academic year.	Connectivity					
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Introduce a new governance structure including greater participation of parents in setting the direction of the school	Early September 2017, HT will meet with the new chair of the LAB to introduce her to the school, to discuss recruitment and membership, and to plan the launch. September 2017 HT to contact former LGB members to discuss whether they wish to continue membership. He will also invite new members to join through the school website, via personal approaches and social media. LAB meetings will focus predominantly on improving outcomes for the students of the school. October 2017, there will be a comprehensive launch event where members will be introduced to the new structure, will learn more about the school and will discuss how they will contribute to the school using their individual talents and skills. In Autumn 2 a second meeting will focus on parental engagement, how to engage parents who are "hard to reach" and to plan ways of involving them more in the performance and achievements of the school. An action plan will be formulated following this meeting. In Spring and Summer 2018 meetings will focus on greater connectivity with the local community, embedding excellence and formulating the SDP for 2018-19. An action plan will be formulated to improve connection with the community. Throughout the year LAB members will support the school through visits, learning walks, attendance at school events and support on panels and committees throughout the Academy.	The new LAB chair will become familiar with the school very quickly, empowering her to support the school in setting the direction of the LAB. Parents, staff and stakeholders will feel more fully engaged with the vision of the school through the greater focus on student outcomes. LAB members make a major contribution to the life of the school through the identification of their talents and skills at the first meeting. A greater number of parents will be encouraged to join the LAB due to the greater focus on providing best outcomes for students. Parents will report greater engagement in the school following the action plan to improve parental engagement. More members of the community will join the LAB as a result of greater connections with the school. LAB members will report a greater involvement with the school through the new structure of meetings and through the identification of their talents.	*Andrew Sanders and Andrew Irving* Minutes of LAB meetings. Attendance at LAB meetings. Survey of LAB members at the end of the academic year. Case studies of how LAB members have supported the school to move forwards	Family Engagement					
				Connectivity					
				Family Engagement					
				Impact & Dissemination					