

School Development Plan

2024-2025

Last updated: September 2024

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# The School Development Plan (SDP) explained

A high-quality SDP has the following benefits:

* It allows the whole school community to understand the school’s vision
* It provides everyone with a clear understanding of the school’s goals and how they will be achieved
* It contains timescales for implementation to ensure accountability
* It allows the school to determine how to effectively use resources to meet goals
* It helps the school to budget and determine spending priorities
* It clarifies the key priorities the school believes are the most important to address at this time

We constantly review everything we do based on assessments, observations, feedback and the needs of our pupils. These reviews help us to identify priorities and form the core of our SDP.

We believe it’s important to allow everyone the chance to contribute ideas for school improvement. We ask parents, staff and pupils to share their ideas through questionnaires and via the school council.

Staff members play a key role in determining our priorities and ensuring their success. Staff development forms a large part of our school improvement process, with staff encouraged to undertake training throughout the year, both internally and externally, and INSET days are planned to enhance teaching and learning.

Priorities are aligned to the Ofsted framework, which ensures we focus on the most important priorities for total school improvement.

Once the SDP is agreed, we review it on a **termly** basis to ensure we are meeting expectations and are on course to deliver our promises.

**Abbreviations used throughout the SDP**

For brevity, we have used abbreviations throughout the SDP. These are as follows:

**HT**: Headteacher: Elizabeth Johnson

**DHT**: Deputy headteacher: Claire Lapworth

**SBM**: School business manager: Angela Young

**DSL**: Designated safeguarding lead: Elizabeth Johnson

**SENCO**: Special educational needs co-ordinator: Claire Lapworth

**SLT**: Senior leadership team

**GB**: Governing board

**SL**: Subject leader

**EHCP**: Education Health Care Plan

# How the SDP process works

The following flowchart explains how the SDP is developed and implemented:

**End of year data analysis**

**July**

**Issues highlighted by the LA**

**Ongoing**

**Self-evaluation form (SEF) identified priorities**

**Ongoing**

**GB input**

**Termly**

**Feedback from school community**

**Ongoing**

**End of year evaluation where areas for further development are identified**

**July**

**Progress reviews**

**Termly**

**SLs produce action plans based on the SDP and share them with their teams**

By **October half-term**

**SDP shared with staff and school community**

By **early September**

**SDP created**

**SDP written by HT and SLT and agreed by GB – it is based on priorities identified for development and includes measurable outcomes**

By **early September**

**Appraisal process for staff addresses issues relevant to the SDP**

By **October half-term** with an interim review in **February** and a summative review in **July**

# Our vision

We believe every child has the potential to learn and grow, regardless of their ability. We believe every child should have opportunities and challenges to help them to develop to their full potential and become fully prepared to take a part in society. We believe our families and carers are amazing and that we are in partnership with them and other agencies to develop our young people into the best they can be. We believe in striving towards excellence throughout our provision through training and development of staff. We will constantly seek innovative ways to engage and challenge our pupils through our curriculum and the whole of school life because our young people deserve the absolute best.

At Dryden School we believe all children have a right to a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account. Our curriculum is flexible enough to meet the needs of all our students as they are signposted towards pre-formal, semi-formal and formal pathways to achieve their potential. Work in school therefore, is designed to meet the often very diverse needs, of all students and the statutory requirements of their personal EHCP. We are passionate in promoting pupil engagement, differentiation and personalisation. Our curriculum is underpinned and driven by our commitment to promoting communication, functionality, independence and wellbeing. Our curriculum prepares **all** of our students for **adulthood.**

Safeguarding our students is at the core of everything we do. Within our nurturing culture, all staff are trained, vigilant and proactive in caring for the needs of our pupils at all times.

# Our aims



**At Dryden School we aim to:**

1. Ensure we provide a happy, safe, nurturing and enjoyable learning environment which maximises learning and achievement for all (especially promoting recovery after the pandemic).

2. Develop strong partnerships with parents/carers to meet the needs of our pupils and students

3. Build strong effective relationships with all our multidisciplinary colleagues

4. Offer a curriculum that is creative, relevant, enterprising, exciting, motivating and reflects (pupils’ and students’) individual preferences and needs

5. Promote respect, well -being, ambition, confidence and self -esteem and to look after the mental health needs of our pupils and staff.

6. Develop independent living skills to equip students with knowledge and skills to support their future.

7. Ensure a successful transition to adulthood and life after school.

8. Support our students to develop a fulfilling role in society

***‘Nurture today for an outstanding tomorrow’***

# The school’s context

We are a Secondary Special school in Gateshead providing education for pupils from Yr 7-Yr 13. All our pupils have an EHCP. Our cohort largely comprises of pupils who have severe learning difficulties (SLD) or profound and multiple learning difficulties (PMLD) but additionally may have physical needs, visual impairment or hearing loss, communication difficulties, sensory processing needs and/or autism. Our pupils may present with a range of needs and neuro-diverse, physical and genetic complexities. Professor Barry Carpenter described pupils who may well have a range of needs spanning the 4 areas in the 2014 Code of Practice as pupils having complex needs. Our pupils increasingly present with a range of complex needs.

**Demographics**

We are a secondary school with a pupil count of 70 (2024). The majority of pupils are from across Gateshead LA and we also have pupils from other LA’s. The local area features social and economic deprivation. We have 32% pupils who are classed as Pupil Premium and 47% who have FSM’s. 5% of pupils on roll have EAL. 100% of pupils have SEND. We currently have 7 LAC pupils on role. We have a high staff to pupil ratio.

**Ofsted**

We were judged as ‘outstanding’ by Ofsted in November 2019. Since September 2024 Ofsted have changed the one word overall judgement but we continue to strive towards excellence in our quality of education, personal development, behaviour and attitudes and leadership. We have high expectations of all our pupils and provide a broad and balanced curriculum and pay attention to meet the diverse needs of our learners. We believe an ‘Action Research’ approach is an important feature in constantly adapting and developing our curriculum to meet the needs of individuals and groups.

**Pupil outcomes**

Our pupils all perform well below age related expectations because of their special needs and very few are expected to be entered for external examinations. However, they show very good progress through our rigorous internal assessment system and gain external accreditation through ASDAN and we have introduced a new OCR accreditation in the sixth form through Employability and Independence whilst maintaining the Transition Challenge award at Years 10 and 11. We are constantly looking to be innovative and provide a bespoke curriculum that will enable our young people to be prepared for life beyond Dryden whether that is towards the world of work or other meaningful activities. We want our pupils to grow into confident, independent and mature young people with skills which will best prepare them for adult life. This can vary from one child to another and as befits the spirit of the Rochford Review, each child’s curriculum will be personalised to achieve the best possible outcomes for that individual. We pay close attention not only to academic outcomes but also to developing our learners with independent living skills and emotional maturity, whilst recognising that our learners will continue to need support into their adult lives therefore Preparation For Adulthood runs through the curriculum from years 7-13.

**Developing our Curriculum**

Dryden School is at an exciting period of transition in expanding its numbers to meet the need in the community. In September 2024 our numbers are increasing to 70. We have increasing numbers of pupils whose Primary need is Autism (reflecting the national picture) and find that we are meeting the needs of these and other students by understanding their sensory needs as major part of their curriculum. There is no ‘one size fits all’ even amongst a particular cohort or learning pathway and we know that each child brings something entirely unique to the way they learn. We are finding for some learners that sensory regulation is not just essential in order that they can access the curriculum but is actually part of the learning too. So as part of a more therapeutic curriculum, a hydrotherapy lesson for one of our most profound learners, may include communication targets, as well as being a wonderful physical environment for them to feel empowered to enjoy the freedom of movement in the water. Rebound may both fulfil those sensory needs around proprioception and movement but may consolidate mathematical thinking around number in a fun and motivating way. In meeting the needs of our students and seeking to optimise all their experiences, everything is a learning opportunity. Our students need to feel safe and self-regulated on their learning journey towards independence and preparation for adulthood.

Since Covid, we are optimising the opportunities to be in the community as well as paying close attention to learners’ mental health, is an essential part of the curriculum for our young people. We are also developing relationships with employers to develop meaningful work placements. Fundamental building blocks remain central: accessing reading in all its forms and mathematical thinking; personal, social and emotional development and we promote progress in all these areas. Preparation for adulthood underpins all we do and the curriculum and school day is designed to optimise communication and independence at every opportunity.

**Staffing**

To meet the expanding needs of the school, we are proud to officially welcome Rachel Laws who is now a fully qualified teacher, having been an invaluable member of staff for many years as a Teaching Assistant, HLTA and unqualified teacher. Also Alex Clark who came on a maternity cover and proved so capable, we decided to offer her a post teaching in KS4! We have increased our Teaching Assistants who bring a great number of skills to the Dryden team and warmly welcome new staff, Molly Coulson, Amanda Smith, Quistas Ismail as our new TA’s.

Our pupil cohort remains over-subscribed at 70 currently and we have 2 SLD classes and a sensory class in KS3 to meet the needs of pupils who need a class environment which is specifically more autism friendly. We have 3 classes at KS4 moving towards incorporating daily living skills; one of which has more of a therapeutic offer to meet the needs of specific learners. We continue to build on strong foundations of reading and numeracy. In the sixth form there are 2 classes where students are more specifically working towards adult outcomes including preparation for the world of work in whatever form that takes; the café continues to form an integral part of the curriculum in building work skills and positive attitudes in a real work environment. This year we are continuing to teach Maths and reading in a more formal way in Post 16 as we want our students to keep building on their skills

**Strategic Longer Term Aims 3-5 Year Vision (September ’24 updated)**

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| **To Ensure sustainability of School** | **Increase pupil numbers (September ’24 sees another significant increase in pupil numbers)** |
| **To Increase Specialisms of School (eg. Visually Impaired; Levels of Engagement; sensory autism etc)** | **Train Staff Accordingly (Ongoing – especially new therapeutic approaches in 2024-2025)** |
| **To Increase Therapeutic Offer** | **Develop Therapeutic Provision and specialist classrooms (established)** |
| **To Develop the Core offer in Maths and Literacy** | **Develop comprehensive SOW’s (in place – constantly reviewed)** |
| **Develop post Dryden opportunities for students** | **Create partnerships with employers for work experience in post 16 (being developed by LR post 16 lead)** |
| **To Increase the Profile of Dryden School in the Authority and in the wider community** | **Increase school profile (continuation of last year – further development of links in LA – EJ on LA Strategic Board and Head teacher reference Group)** |
| **To increase parent engagement and Pupil Voice** | **Development of PTA; engage School Council more with wider community and increase effectiveness of Pupil Voice** |
| **To Develop the outside learning and play areas** | **Expand the play facilities; make better use in curriculum of outdoor space** |

**Dryden SDP/SEF 2023-2024**

**Key Area 1 Quality of Education Governor monitoring via P&C committee**

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|  | **Priority (including leads)** | | **Rationale** | | **Actions (including timescales)** | | **Resources** | | | | | **Success Criteria** | | |
| **DRY**  **1.1** | **Set high expectations which inspire, motivate and challenge pupils;** **Promote good progress and outcomes by pupils**  **Promote Quality First teaching across all classes.** | | **Maintain outstanding teaching across all phases** | | * **Training especially for new TA’s to ensure secure understanding of role in class** * **Investigate alternative systems (eg. SCERTS) to assess particularly social/emotional progress for some pupils with autism.** * **Increase community access for KS4 and Post 16** * **Introduce more sensory regulation for certain pupils to increase access to learning** * **Teachers to identify clear targets for pupils accessing a semi-formal and formal curriculum in literacy and numeracy** | | **Training by SLT;**  **SLT to investigate SCERTS;**  **Planning SEF by LR;**  **Rhino sensory frame new addition; training for staff regarding sensory regulation** | | | | | * **More comprehensive assessment for pupils whose primary need autism (look at SCERTS for some pupils as an assessment tool** * **Staff (especially TA’s) are more equipped and confident in meeting the learning needs of pupils** * **All staff have a greater understanding of sensory regulation in our pupils and how we can meet that need** * **Clear and targeted outcomes in numeracy and literacy** | | |
|  | **Spring 2024: Because of the flood last term – the progress I would have expected has been delayed; however we have started TA’s on some of the National College training and other courses. Looking at assessment again and this term will be introducing termly meetings with teaching staff around each student and identifying bespoke targets in literacy and numeracy. Still looking at SCERTS although will discuss with the new SIP about the relevance as research is indicating a move away from SCERTS assessment and possibly what we already do is enough. I have to always ask the question what is right for our pupils and what will new SCERTS add that we don’t already provide? I am always mindful of teacher workload as well.**  **Summer 2024: Observations of teaching and learning in class showed teachers have high expectations of learners and are differentiating the curriculum well. Post 16 assessment moving to OCR for new year – very similar adult outcomes as ASDAN but more adaptable for our curriculum and learners.**  **Case Studies introduced for all pupils – termly meetings with teachers and class leads to identify specific Maths and reading targets and any barriers to ;earning – over time this will give a comprehensive and very personalised picture of progress.**  **Discussion with David Milligan (SIP) around use of SCERTS and he agrees, especially with the new case studies, assessment we are using is comprehensive.** | | | | | | | | | | | | | |
| **DRY**  **1.2** | **To improve on overall quality of T&L over time –** | |  | | * **Monitor behaviour management in lessons (specific focus)** * **Increase levels of expertise using IT – eg Clicker programme, Eye Gaze** * **Focus on increasing functional Maths and Literacy in Post 16** * **Introduction of Reading and Maths documents to further highlight intent, implementation and impact of Core subjects** * **All pupils to have individual functional Maths and literacy targets** | | **Whole School Focus on Behaviour Management in the context of a more complex profile of pupil** | | | | | **Review of practice and policy of behaviour management in school. Focus groups, middle management leads, individual profiles and discussion. Agreement of reviewed whole school policy** | | |
|  | **Spring 2024: We had a session about behaviour in Autumn 2023 which highlighted some issues around more complex students and consistency of approach. Pupil behaviour support plans updated so information accessible to all stakeholders especially MSA’s who might not know the pupils as well. Team Teach training updated for some staff who needed it.**  **Reading in post 16 more established on a regular basis (such as through Rhino Readers).**  **Staff to have further eye gaze training in PMLD department.**  **Summer 2024: new Relationship Policy replacing the Behaviour Policy – discussed and agreed with staff. Re-train on Clickr to be carried over to next year when Mel (English lead) is back from maternity.** | | | | | | | | | | | | | |
| **DRY**  **1.3** | **To increase the quality of reading across school** | | **Continued development of reading in all its forms whether through texts, symbols, PECS etc** | | * **Introduction of Reading Pathways document all staff to be aware and** * **Re-launch to new parents and reminder to all parents about reading with their child at home** * **New points system reinforces additional points for reading at home** * **All pupils to have at least 1:1 reading session with staff each week; clear comments in reading log** * **Teachers and class leads to record reading progress on video** * **More able readers to continue the practice of reading to Class 5** | | **Time** | | | | | **Reading will continue to remain high priority**  **Development of reading and communication will be a central thread throughout curriculum** | | |
|  | **Spring 2024: reading at home launched with parents. Reading pathways document re-launched. Additional reading happening – teachers will be monitored this term to see if they are recording reading sessions as directed. Data will be gathered Feb half term and we will look at reading progress.**  **Summer 2024: Reading and phonics continues to be high focus across school. Also functional application of reading in the community. Progress videos becoming established as teachers get used to the new way of gathering evidence as well as the more established system of assessing functional word recognition.** | | | | | | | | | | | | | |
| **DRY**  **1.4** | **To ensure EHCP is at the centre of the Dryden offer and improve the quality of Annual Review Meetings and information for parents and professionals (continued from 2022-2023 SIP)** | **Staff will use the new personal EHCP reporting framework to report progress on targets and share in annual reviews** | | * **Parents, professionals and the LA will increasingly have a meaningful report about EHCP target progress** * **Weekly EHCP lessons concentrating on individual targets for pupils – continuation from last year – monitoring of effectiveness** * **Development of pupil voice in review meetings** | | | | **Time** | | | **Monitoring shows**  **assessment process fully embedded across school**  **Effective progress reporting against EHCP targets**  **Teachers and TA’s to become confident in using Earwig and recording assessment data**  **Reporting is more streamlined and less onerous on teacher workload** | | | |
|  | **Spring 2024: Review of delivery of EHCP lessons – varying feedback depending on classes – SLT to review this slot around whether it is the best use of time in timetable. SLT will check on EHCP target videos and whether this is being uploaded effectively – if not is there a better system? Development of pupil voice – person centred reviews have re-started but still working on how to increase pupil voice in other reviews.**  **Summer 2024: more relevant in class 5a, 5b and some of the sensory classes where staff work 1:1 on individual targets but less relevant in higher ability classes.**  **Pupil voice – still looking at how to increase involvement in reviews and across school – Hayley Gray (family Liaison) will become involved with this as a focus next year.** | | | | | | | | | | | | | |
| **DRY**  **1.5** | **Humanities - designing/delivering/establishing the new themes with a strong focus on ks3/4 collaboration** | | **All pupils will have a very experiential way of learning humanities based on thematic overview** | | | * **JG to oversee roll out to school and ensure effective planning and communication with all class leads** * **JG and SLT to ensure new curriculum challenges our most able learners** * **JG to ensure outcomes are reliably documented** | | | **JG meetings with teachers and as part of her Performance Management** | | | | * **Humanities continues to be delivered as a strength and important feature in school** * **All learners are suitably challenged and it is sufficiently differentiated to meet all needs** | |
|  | **Spring 2024: successful delivery of Christianity theme especially tied in with Christmas enterprise. This term (short half term) the theme is ‘Decades’ and particularly in KS3 there is an emphasis on DT project making clothes from 60’s, 70’s, 80’s for example; KS4 are doing a photography project and will be taking photos of the fashion show at the end of the theme. Also music workshop booked where they will do music through the decades. JG has distributed all materials and is monitoring engagement and success of each theme.**  **Summer 2024: Spring theme Italy culminated in a giant pizza party run by KS4 which was very successful. African safari was very popular and students had to tour stations around school with fun facts about different animals; we also had a special music workshop on the theme of Africa and students practised drumming in their music lessons. This last half term the theme is Victorians and we will be visiting Beamish. Jenni has completed a learning walk to check coverage and learning and we have some actions for next year.** | | | | | | | | | | | | | |
| **DRY**  **1.6** | **Maths:**   * Maths Curriculum will be developed so it fits in with the 3-year curriculum turnover cycle and aligns more to the themes * AR will develop Maths vocabulary guide so that everyone is using the same vocabulary and using a consistent approach throughout the whole school. * Develop a Maths Calculation policy that can be imbedded throughout the whole of the school. | | **Maths teaching becomes more consistent with other areas of curriculum;**  **Language used around Maths is consistent across school**  **Methods of working through Maths is consistent** | | | * AR will oversee resourcing of units * Subject Lead monitor teaching of number across subject * Liaise with Maths lead * AR to do training for whole school * SLT and AR to design Calculation Policy | | | | **Time**  **Monitoring**  **Resources**  **Deep Dive £320.00** | | | | Teaching of number more consistent  Classes are well resourced  Special themed Maths day maintained  Planned resources (boxes)for each unit |
|  | **Spring 2024: AR has split areas of the Maths to align with themes and this has been sent to all staff. Feedback from staff has resulted in some changes.**  **AR will deliver training about Maths vocabulary in Spring 2**  **AR will look at the Maths Calculation Policy alongside this in Spring 2. A whole school audit will be helpful.**  **Summer 2024: Amy planning on delivering a training session about calculation policy to staff but currently off sick so may have to be referred to next year.** | | | | | | | | | | | | | |
| **DRY**  **1.7** | **Arts Award – next level to be pursued by JG** | | **Re-establish profile of arts** | | | * Plan at beginning of year (JG) * SLT involvement to plan projects | | | | **JG £250.00 Art Therapy £500.00** | | | | **Arts mark award** |
|  | **Spring 2024: Jenni and myself are going on Artsmark Development training (Feb 2nd) which will kickstart the process to get atrsmark award and will include audit of curriculum and action plan to increase offers of areas in curriculum (potentially an increase in drama).**  **Summer 2024: Artsmark Statement of Commitment submitted and approved (24.4.23) – school has 2 years to achieve goals, evaluate impact and submit the evaluation. There are some exciting plans for the future – especially around developing drama and art therapy in school.** | | | | | | | | | | | | | |

**Key Area 2 Behaviour and Attitudes Governor monitoring via P, H & S committee**

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|  | **Priority (including leads)** | **Rationale** | **Actions (including timescales)** | **Resources** | **Success Criteria** |
| **DRY**  **2.1** | **To review behaviour policy and practice in light of a changing cohort of pupils** | **To enhance good practice, ensure consistency, promote understanding and further develop a whole school approach.** | * **Behaviour Policy review by SLT (Spring Term 2024 following Autumn review)** * **Staff training and focus groups on training nights (see below)** * **Specialist training for sensory and therapeutic input eg OT (see below)** | **Training**  **Time** | * **New staff will be clear about behaviour expectations** * **Consistent approach across school** * **Review Behaviour Support Plans** * **Review therapeutic provision for sensory regulation** |
| **Spring 2024: to be completed later in year following training and review in school.**  **Specialist training yet to be completed.**  **Summer 2024: sensory training carried over to new SIP. New relationship policy now in place.** | | | | |
| **DRY**  **2.2** | **To develop staff’s knowledge and understanding of the reasons for pupils’ behaviour (including sensory regulation) and to develop further good practice around dealing with more challenging behaviour** | **Support staff (and teachers) to develop greater expertise when promoting a calm environment and student engagement.** | * **Training from specialist providers (including Occupational Therapists; SEMH, other specialists)** * **Behaviour focus groups and discussions led by key people and middle leaders (Autumn Term)** * **Whole School Team Teach training** * **Investigate Behaviour Lead opportunity for TLR** * **Investigate sensory regulation techniques including sensory circuits** * **Some staff attend further autism training** | **Time/training**  **Costs £500.00** | **All staff (especially newer staff) can become more skilled at understanding some the reasons for dysregulation in pupils; staff will become more skilled and confident when dealing with more challenging behaviours; greater consistency will result across school; behaviour incidents will decrease on CPOMS.** |
|  | **Spring 2024: Training not yet booked because of flood situation but on the radar. Behaviour focus groups held in Autumn term and served as a useful starting point about more complex behaviours.**  **Team Teach training updated.**  **Attention Autism a success in school across a number of classes and AMcG and RL to attend Attention Autism training (rather than SCERTS training) – Performance Management updated.**  **Summer 2024: CPOMS review of system carried out and now made more efficient.** | | | | |

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| **DRY**  **2.3** | **Develop staff concepts behind SEL (Social Emotional Learning)** | **Staff will understand theory of SEL and be able to apply in identified opportunities** | * **Planned opportunities to promote healthy SEL across school in lessons and in social time** | **Time** | **This will add to already rich PSD curriculum (as well as PHSE, Thrive and other opportunities in social times).** |
|  | **Spring 2024: Not yet started.**  **Summer 2024: to be reviewed for addition to new SIP due to capacity issues** | | | | |

**Key Area 3: Personal development Governor monitoring via P, H & S committee**

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|  | **Priority (including leads)** | **Rationale** | | | **Actions (including timescales)** | | | | **Resources** | | **Success Criteria** | | |
| **DRY**  **3.1** | **Post 16:**   * **Continue to develop positive relationships with Employers and set up work experience opportunities for Sixth Form Pupils** * **To ensure Dryden is meeting the Gatsby Benchmark criteria** * **To develop Alumini after school meetings** | **To Increase real opportunities for meaningful work experience for Post 16** | | | * LR to investigate links with employers * LJ/LR to develop links with authority IAG and employers eg. Big River Bakery; NHS, Vertu Motors, local Businesses etc   LR will develop alumni events to promote parental engagement and contacts between past and present students   * LR will take ownership of Gatsby Benchmarks and ensure Dryden is fulfilling essential criteria, that these are regularly measured and will deliver staff training.   . | | | | Time | | Dryden pupil opportunities post 16 are increased ; pupil get more varied experience of a real work environment. | | |
|  | **Spring 2024: there has been a positive link with a valet business where one our students has been attending on a weekly basis. This is very exciting for him and might potentially lead to a longer-term apprenticeship for example depending on how well he does. Indebted to Elaine Cole for this opportunity!**  **LR will deliver training about PfA and Gatsby Benchmarks in 2nd half of Spring term.**  **Alumini meeting yet to be arranged.**  **Summer 2024: work experience continues to be expanded with students attending experience at Care home Hawkesbury House which went well.** | | | | | | | | | | | | |
| **DRY**  **3.2** | **To further train and upskill teachers and all staff about delivering lessons about sex and relationships appropriate for our level of learners** | **Staff to have secure knowledge and understanding in teaching RSE to our learners with special needs** | | | * Key staff to undertake Heritage specialist training * RSE curriculum revised * Resources bought if necessary * Review curriculum incorporates all necessary elements | | | | £500.00 | | Comprehensive sex and relationships curriculum delivered as part of PHSE  Teachers and staff feel competent in delivery | | |
|  | **Spring 2024: Key teachers are attending Heritage Trust training this half term which is especially designed for teaching RSE in specialist settings. JG has already attended and it is very useful.**  **Policy re-written for RSE for Dryden.**  **Summer 2024: LR continues to develop RSE for 6th form in particular dependent upon the cohort in sixth form.** | | | | | | | | | | | | |
| **DRY**  **3.3** | **To Increase pupil knowledge of personal health and well-being** | | Health needs and ongoing well-being needs to have a higher profile in school life and curriculum. Pupils need to be aware of how to look after themselves | | | * AMcG to continue to develop the role of school health advocate * Special assemblies and lessons specifically around staying healthy (curriculum review) * Oral health interventions – Pauline Wright * Information for parents on website eg. That each pupil is eligible for an annual health check | | | | Time | | Pupils use the language and have an awareness of how to look after themselves as much as possible.  Teaching is shown to have an effect because students remember information taught over a longer timescale  Post 16 curriculum developed around self-help and advocacy in health situation  Promote personal passport for health | |
|  | **Spring 2024: ongoing – AMcG has delivered health related assembly and will do one this term.**  **Pauline Wright will come into school later on in the year.**  **School nursing team 0-19 have been in and delivered a session on girls puberty and boys puberty to respective groups. Follow up sessions booked in – well received.**  **Summer 2024: Dryden continues to develop links with health in LA and promote annual health checks in meetings. Looking towards developing a plan to circulate health information more effectively with parents and have health representation at report nights etc.** | | | | | | | | | | | | |
| **DRY**  **3.4** | **To Achieve UNICEF Rights Respect Gold** | | | Dryden to achieve next level of Rights Respect Award | | | * HG to gather evidence * HG/SLT to plan assemblies and school council events | Gather evidence; HG to complete application and jointly hold necessary meetings with LJ; financial cost | | | | | Dryden will achieve Rights Respect Gold award |
|  | **Spring 2024: HG has been gathering evidence for LPPA award and will start work on Rights Respect Gold after she has completed that.**  **Summer 2024: Dryden has achieved LPPA award and Hayley is working towards Rights Respect Gold. £1260.00** | | | | | | | | | | | | |

**Key Area 4. Leadership and Management Governors: Governor monitoring via F&S committee**

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|  | **Priority (including leads)** | **Rationale** | | **Actions (including timescales)** | | **Resources** | | **Success Criteria** | |
| **DRY**  **4.1** | **Claire Lapworth will undertake SENDCO training** | **The school will have a dedicated SENDCO according to Dfe guidelines** | | CL enrolled on course (September ’22 and to complete over two years) | | £3000.00 | | CL will bee the dedicated SENDCO | |
|  | **Summer 2024: Claire has completed her SENDCO training and is now acting SENCO.** | | | | | | | | |
| **DRY**  **4.2** | **LJ will liaise with Gateshead LA to discuss school designation**  **Discussions with Governors and LA about strategic and structural future** | School designations of all Gateshead Specialist Schools being discussed at SHIP | | * LJ to have discussions with SEND Lead and other Special Heads * LJ to attend Head Teacher reference Group and update Special Heads and Governors about Strategic Developments * LJ to attend Strategic Board * Increase numbers of pupils appropriate resources required | | £18000.00 | | School and Governors will have a clearer designated cohort and LA and parents will be clearer about Dryden’s designated cohort.  LJ will be able to report to Governors about changes in SEND across LA. | |
|  | **Summer 2024: Special Heads have been in conversation with Laura Smith in LA who is SEND lead; she has also visited Dryden. Our student population continues to grow in diversity and number although all our students have a clear pathway towards adulthood through school. We continue to aim for ambitious outcomes and be at the centre of developments for SEND in Gateshead.** | | | | | | | | |
| **DRY**  **4.3** | **LJ to secure VI Excellence School status with LA** | **Improve expertise and specialism of Dryden** | | * VI adaptations across school in physical environment eg kitchen equipment such as talking microwave, talking scales, Liquid level indicator * Individual curriculum adaptations where necessary * All staff to have updated training, also from Hab specailist * Strategies to be used individually and as whole class to enrich VI curriculum eg. Colour tent * Close liaison with VI Team and Carrie-Ann Brook-Lovell. * Assessment by Head of VI Team and LA | | Time  £500.00 | | VI Excellence School status | |
|  | **Summer 2024: still ongoing. There has been a re-structure in the LINT Team and issues with illness meaning this has not yet been achieved but still in the plan to be awarded the status.** | | | | | | | | |
| **DRY**  **4.4** | **Dryden School to be a pilot school in the introduction of threshold Document and Ranges Provision in Gateshead** | | **Increased numbers of pupils with complex needs remaining in primary provision** | | * Visits, shadowing and training offered to other primary schools eg sensory autism environment; sensory – light and sound room. * Case Studies and liaison with Samantha Leaver. Feedback about Ranges Document. | | **Time** | | Colleagues, professionals and other schools will know about what the Dryden offer is and be able to share good practice.  Staff will be familiar with the new document and confident of where our pupils fit within the ranges. |
|  | **Summer 2024: Dryden were part of the pilot and fed back concerning the descriptors in Threshold 6 which is the level where Specialist Setting Provision is accessed. The descriptors in the Learning and Cognition Sections did not reflect enough detail. We are keeping in touch with other changes and are part of various groups feeding back to the LA concerning complex needs, moderation and autism.** | | | | | | | | |

**Dryden SIP/SEF 2024-2025**

**Key Area 1 Quality of Education Governor monitoring via P&C committee**

Areas of achievement 2023-2024

* Assessment- Investigated use of SCERTS as a method of assessment but decided not adding anything for pupils with autism as primary need
* New individual case study for each pupil trialled and adopted as well as ‘I can’ statements – needs embedding this year
* Development of themed humanities weeks but needs further work this year
* Increased maths resources across school but still need to deliver training around consistent methods of delivery
* Training still needed in delivery of PE – not just reliance on specialist coaches to deliver
* Reading more consistently delivered but still needs to be promoted with parents and upskill new staff with consistent teaching of Phonics
* Work experience opportunities for KS5 better but still needs further development
* Sensory equipment installed; hydrotherapy pool upgraded – staff need further training in delivery of sensory and autism specific approaches
* Further work needed on Physical Development across school
* Dojo successfully launched to parents but needs further promotion

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|  | **Priority (including leads)** | **Rationale** | | **Actions (including timescales)** | | **Resources** | | | | | **Success Criteria** | | |
| **DRY**  **1.1** | **Set high expectations which inspire, motivate and challenge pupils;** **Promote good progress and outcomes by pupils**  **Promote Quality First teaching across all classes.** | **Maintain outstanding teaching across all phases** | | * **Ensure comprehensive induction for new HLTA’s to ensure consistency and high standards** * **Training and refresher for phonics delivered via English consultant (Autumn Term)** * **Promote physical movement -Training to increase expertise in delivering PE** * **Introduce the MOVE Programme** * **Increase community access for KS4 and Post 16** * **Embed bespoke assessment model using individual progress model through case studies** * **Roll out the use of attention autism strategies where appropriate, especially in semi-formal classes; increase teacher training** * **Research and develop the use of a play curriculum in the development of communication amongst pre-verbal and very early communication learners** * **Introduce outdoor learning curriculum for PMLD** | | **Training by SLT;**  **SLT**  **Planning SEF by LR;**  **Rhino sensory frame new addition; training for staff regarding sensory regulation** | | | | | * **Staff (especially TA’s) are more equipped and confident in meeting the learning needs of pupils** * **All staff have a greater understanding of sensory regulation in our pupils and how we can meet that need** * **Clear and targeted outcomes in numeracy and literacy** * **Enriched programme for PMLD and complex needs students** * **JG to research semi-formal curriculum with other schools** | | |
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| **DRY**  **1.2** | **To improve on overall quality of T&L over time –** |  | | * **Improve writing for students who can access it – eg Clicker programme – refresh staff on use of Clicker** * **Monitor use of writing as an effective tool across school vs use of technology eg on iPad** * **Focus on increasing formal Maths and communication in Post 16** | |  | | | | |  | | |
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| **DRY**  **1.3** | **To increase the quality of reading across school** | **Continued development of reading in all its forms whether through texts, symbols, PECS etc** | | * **Re-launch to new parents using their own logins and reminder to all parents about reading with their child at home** * **Home/school reading policy established across school** * **Twinkl phonics program, home school reading diaries** * **New dojo points system reinforces additional points for reading at home** * **All pupils to have at least 1:1 reading session with staff each week; clear comments in reading log** * **Teachers and class leads to record reading progress on video** * **More able readers to continue the practice of reading to Class 5** * **Set up a reading drop-in for parents during parents evening** * **Organise sessions where parents can come into school and learn more about how to support their children** | | **Monitoring and Scrutiny** | | | | | **Reading will continue to remain high priority**  **Development of reading and communication will be a central thread throughout curriculum**  **Culture of reading at home and school**  **Parents engaging in reading with children at home**  **Reading levels increased overtime** | | |
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| **DRY**  **1.4** | **To improve the quality of writing especially at KS4** | **Use ICT programmes more effectively to support writing** | * **Training for staff in Clickr programme** * **Increased use of ICT to support writing eg. keyboard skills** | | | | **Time/further training** | | | **Writing scores will improve; staff will increase in confidence in using ICT to support writing; students will be able to use a range of writing tools** | | | |
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| **DRY**  **1.5** | **Further integration of Ipads to enhance communication, reading and learning** | **Use ICT to best effect to enable learning** | * **Purchase adaptive technology to ensure ipads are accessible for all.** * **Ensure accessibility programmes are being used to good effect for pupils with VI** | | | | **Resources to be confirmed** | | | **Optimise accessibility for VI students and all students using technology** | | | |
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| **DRY**  **1.5** | **Post 16 Curriculum and Assessment development – change to OCR board of units in evolution of curriculum** | **Give students greater choice and breadth of entry according to ability** | | | * Import assessment on Earwig framework * Train staff in use * LR to monitor and plan roll out of OCR and liaise with exam board | | | **Cost of OCR subscription** | | | | **Students will have a more comprehensive assessment package giving greater breadth to their learning in KS5**  **Staff workload will be reduced**  **PFA outcomes will be recorded more efficiently** | |
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| **DRY**  **1.6** | **Maths:**   * AR will develop Maths vocabulary guide so that everyone is using the same vocabulary and using a consistent approach throughout the whole school. * Develop a Maths Calculation policy that can be embedded throughout the whole of the school. * Develop and introduce new preparation for adulthood targets or assessment targets that need to be work towards throughout their journey at Dryden. | **Maths teaching becomes more consistent with other areas of curriculum;**  **Language used around Maths is consistent across school**  **Methods of working through Maths is consistent**  **Matha is embedded into a clear pathway of progression towards PFA** | | | * AR will oversee resourcing of units eg check each class has a full set of Numicon where necessary * Subject Lead monitor teaching of number across subject * Liaise with Maths lead * AR to do training for whole school * SLT and AR to design Calculation Policy * Clear PFA pathway in Maths * AR to complete training in sensory Maths | | | | **Time**  **Monitoring**  **Resources**  **Deep Dive £320.00** | | | | Teaching of number more consistent  Classes are well resourced  Special themed Maths day maintained  Planned resources (boxes)for each unit |
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| **DRY**  **1.7** | **Arts Award – next level to be pursued by JG** | **Re-establish profile of arts** | | | * Plan at beginning of year (JG) * SLT involvement to plan projects | | | | **JG £250.00 Art Therapy £500.00** | | | | **Arts mark award** |
|  | **Heritage Lottery Arts Northumberland Project – group involved from school which will meet as one of the Social Club Groups on Friday Afternoon** |  | | | * Plan with Mark from Heritage Lottery | | | | **Use of minibus and additional taxis** | | | | **Enrichment and working with others** |
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| **DRY**  **1.8** | **Use DOJO to promote the Themes and engage families into collaborative projects** | **Increase**  **Community engagement and learning in local area**  **Engage parents in student learning** | | | * Monitor use of dojo (CL, JG) | | | | **Time** | | | | **Increased parental engagement** |
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**Key Area 2 Behaviour and Attitudes Governor monitoring via P, H & S committee**

Areas of achievement 2023-2024

* Behaviour Policy has been reviewed and revised
* Discussions and training with staff
* Further work needed to discuss the place of consequences in a therapeutic based understanding of behaviour
* Ella Wakefield to do some training with staff

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|  | **Priority (including leads)** | **Rationale** | **Actions (including timescales)** | **Resources** | **Success Criteria** |
| **DRY**  **2.1** | **To continue to investigate approaches when dealing with incidences of dysregulation in behaviour in light of a changing cohort of pupils** | **To enhance good practice, ensure consistency, promote understanding and further develop a whole school approach.** | * **Training modules by Educational Psychologist** * **Specialist training for sensory and therapeutic input eg OT; attention autism training for more staff** * **Investigate new approaches for Dryden eg.’Bounce Therapy’ and ‘Flexi-Bounce’** | **Training**  **Time** | * **New staff will be clear about behaviour expectations** * **Consistent approach across school** * **Review Behaviour Support Plans** * **Review therapeutic provision for sensory regulation** |
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| **DRY**  **2.2** | **Review reporting systems on behaviour incidents** | **To enhance what data is telling us; to avoid multiple negative behaviour incidents on log when it is part of the child’s behaviour profile** | * **Review of behaviour data** * **Review of reporting on CPOMS** * **Addition of behaviour support systems on Case Studies** | **Time**  **Training** | * **New systems in place** * **New reporting to Governors** * **Reduce staff workload** |
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| **DRY**  **2.3** | **Re-establish the mindfulness and yoga in class** | **Promote positive attitudes in pupils especially after lunch transition** | * Reinforce mindfulness strategies * Training for staff around techniques | **Time Training** |  |
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**Key Area 3: Personal development Governor monitoring via P, H & S committee**

Areas of achievement 2023-2024

* Some successful work experience placements with car valet business and Hawkesbury House
* Staff still need training on PFA and Gatsby Benchmarks
* Key staff have attended Heritage Trust training and new RHSE Policy has been written
* LPPA award achieved for another 3 years
* Positive links with health established eg. representation at parents evening
* Further work needed to develop understanding of feelings – Thrive has been successful but need further measures

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|  | **Priority (including leads)** | **Rationale** | | | **Actions (including timescales)** | | **Resources** | | **Success Criteria** | | |
| **DRY**  **3.1** | **Post 16:**   * **Continue to develop positive relationships with Employers and set up work experience opportunities for Sixth Form Pupils** * **To ensure Dryden is meeting the Gatsby Benchmark criteria** * **To develop Alumini after school meetings** | **To Increase real opportunities for meaningful work experience for Post 16** | | | * LR to investigate links with employers * LJ/LR to develop links with authority IAG and employers eg. Big River Bakery; NHS, Vertu Motors, local Businesses etc   LR will develop alumni events to promote parental engagement and contacts between past and present students   * LR will take ownership of Gatsby Benchmarks and ensure Dryden is fulfilling essential criteria, that these are regularly measured and will deliver staff training.   . | | Time | | Dryden pupil opportunities post 16 are increased ; pupil get more varied experience of a real work environment. | | |
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| **DRY**  **3.2** | **Develop social groups on Friday afternoons** | **Development of social skills – working with different staff and pupils to develop interpersonal skills; promote inclusion** | | | * Ensure social clubs have a learning value in line with curriculum * Increase variety and offer of clubs | | £500.00 | | Comprehensive sex and relationships curriculum delivered as part of PHSE  Teachers and staff feel competent in delivery | | |
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| **DRY**  **3.3** | **To Increase pupil knowledge of personal health and well-being** | | | To promote healthy eating | | * Develop Fairshare in School * Educate pupils and families how to use healthy food in different recipe options * To reduce waste | | Time | Pupils can use foods in new and creative ways and develop good habits around reducing waste and promoting healthy options  Post 16 curriculum additionally takes responsibility for using healthy options in café and promoting use of healthy food in school  £80 per month | | |
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| **DRY**  **3.4** | **To Achieve UNICEF Rights Respect Gold** | | Dryden to achieve next level of Rights Respect Award | | * HG to gather evidence * HG/SLT to plan assemblies and school council events | | Gather evidence; HG to complete application and jointly hold necessary meetings with LJ; financial cost | | | | Dryden will achieve Rights Respect Gold award  £1260 |
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| **DRY**  **3.5** | **Arts Award – next level to be pursued by JG** | | **Re-establish profile of arts as an enrichment in the curriculum** | | * Plan at beginning of year (JG) * SLT involvement to plan projects | | | **JG £250.00 Art Therapy £500.00** | | **Artsmark award** | |
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| **DRY**  **3.6** | **Heritage Lottery Arts Northumberland Project – group involved from school which will meet as one of the Social Club Groups on Friday Afternoon** | | * Develop social skills through enjoyable activities; working with others in creative arts project * Connect with local history in the community | | * Work with Mark from Heritage lottery Arts to plan meaningful arts experiences both outside and inside school | | |  | | * Learning new skills through lottery arts project (eg. photography) * Meet with other schools * Gain confidence through trying new things | |
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| **DRY**  **3.7** | **Dryden to pursue Wellbeing award** | | * To promote positive mental health and wellbeing of staff and pupils | | * HG to pursue award and gather necessary evidence | | | **£2000** | | **School will achieve wellbeing award** | |
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| **DRY**  **3.8** | **Develop student voice** | | * **provide students with tools and opportunities to communicate their feelings, needs and wants, and manage their emotions, through the Arts** | | * Commission Esther from Hilltop to do some drama workshops and training with students and staff * Develop curriculum to include more drama | | | **Cost to be discussed** | | **Give students a stronger voice, boost confidence and self-esteem** | |
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| **DRY**  **3.9** | **Increase genuine work experience opportunities for students in post 16** | | * **Potentially leading to FT employment** | | * Work with Julie Todd from Gates to match students to work placements | | | **May be some increase to staffing to support placements but unknown as yet** | | **Support Pfa journey so pupils and parents are aspirational towards the world of work after Dryden** | |
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**Key Area 4. Leadership and Management Governors: Governor monitoring via F&S committee**

Areas of achievement 2023-2024

* Strategic planning continues through discussions with LA, attendance at SHIP – potential numbers for September 2025 look problematic (oversubscribed and not enough space to create another class)
* Elements of VI award achieved but more needs to be done to ensure VI excellence
* Pfa routes (especially beyond Dryden) need to be made even clearer to parents
* Outside areas need upgrading with play equipment
* Inside areas need upgrading with sensory equipment (Light and sound room)

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|  | **Priority (including leads)** | **Rationale** | | **Actions (including timescales)** | | **Resources** | | **Success Criteria** | |
| **DRY**  **4.1** | **LJ to continue to strategically plan with LA and Governors around expansion in numbers at Dryden** | School designations of all Gateshead Specialist Schools being discussed at SHIP. Increased numbers of pupils and parents requesting Dryden needing strategic planning for the future | | * LJ in consultation with Samantha Leaver from LA and Deborah Mason * Discussions with LA about Capital Funding for structural projects eg secure gates at the top of school * Improve IT in school eg in the hall | | Time | | * Coherent plan moving forward regarding admissions * School futureproofed for expanding numbers | |
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| **DRY**  **4.2** | **LJ will look to increase the use of the outside areas for learning and play including installation of new equipment and learning spaces.** | Increase school facilities | | * Quotes for suitable outdoor equipment * Quote for outdoor Swedish BBQ hut * Put padding around sensory swing inside | | £70000.00  Already allowance made in the budget | | Enhanced learning areas  Helping pupils to self- regulate and increasing play facilities | |
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| **DRY**  **4.3** | **LJ to secure VI Excellence School status with LA** | **Improve expertise and specialism of Dryden** | | * VI adaptations across school in physical environment eg kitchen equipment such as tape around school corridors, neon toilet seats, * Individual curriculum adaptations where necessary eg. Reading books with VI adaptations * All staff to have updated training, also from Hab specailist * Strategies to be used individually and as whole class to enrich VI curriculum eg. Colour tent * Close liaison with VI Team and Carrie-Ann Brook-Lovell. * Assessment by Head of VI Team and LA | | Time  £500.00 | | VI Excellence School status | |
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| **DRY**  **4.4** | **CL to complete NPQH** | | **Increase leadership capacity** | | * CL to complete assignments * Additional time to support development | | **Time and support as required** | | CL achieve NPQH |
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| **DRY**  **4.5** | **Upgrade to sensory areas** | | **Increase sensory offer for students as equipment is now old and cannot be updated via ICT** | | * Obtain at least 3 quotes * Survey which equipment would be useful for a range of students * Visit other installations to get most suitable sensory room for Dryden | | **£20,000 -£30,000 estimate** | | New more usable sensory room |
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| **DRY**  **4.6** | **Re-introduce Routes After Dryden Day** | | **Parents and Carers made aware of routes and pathways to education, Social Care and work** | | * Planned day which showcases the different options and routes potentially available and Independent Supported Living, Travel training etc | | **No cost** | | Parents can be given up to date information and see success stories to raise aspiration for learners |
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