

Sperrinview Special School

School Development Plan

Full Report

Background Information

Sperrinview Special School Background Information

Sperrinview School currently caters for 108 pupils with severe learning difficulties, from pre-school to 19 years. The pupils are drawn from South and East Tyrone. Sperrinview is a co-educational, inter-denominational, controlled, day school.

This purpose built school, located less than one mile from the centre of Dungannon, was first occupied in September 1996 and officially opened in September 1997. A two-phase extension comprising four new classrooms, a sensory room, a teaching kitchen, bathroom and bedroom and a leisure area, was completed in May 2012. Pupils moved into phase one at the beginning of December 2010 and into phase 2 at the beginning of September 2012. Two additional mobile classrooms were placed on site during the 2014-2015 year and a replacement mobile in the 2015-2016 year. The entire school is well equipped, and has several specialised rooms including one for each of the therapists, ie Speech and Language, Occupational and Physiotherapist. There is also a sensory garden, woodland classroom, tree trail and maths trails as well as recently upgraded specialised play areas [including a green gym], a multi sensory room, white room, soft play room and a library.

The Principal, Vice Principal, 14.6 full-time teachers [including 1 job-share], 24 full-time and 11 part-time classroom assistants [including 7 job-shares], combine to plan and implement programmes for pupils.

In addition the therapists [referred to above] have input, as per recommendations in pupils' statements of special educational needs. A number of other people including the secretary, caretaker, groundsman, school meals staff, supervisory assistants, cleaners, bus escorts and drivers also make valuable contributions to school life.

Pre-school children attend for either a morning or afternoon session. The main school population is divided, on the basis of age, into fourteen classes. Circumstances have dictated that there are a small number of exceptions to this arrangement.

The Junior section of the school includes pupils from Pre-School, JA1, JA2, J1, J2, J3 and Sunshine. Middle school consists of Classes Rainbow, MA, MB, M1 and M2 and the senior school comprises Classes Starlight, S1 and T1.

Pupils are given opportunities to explore the wider community through frequent environmental visits. Participation in events such as the local festival and feis, visits to theatres and involvement in events organised with/for other schools/colleges, provide opportunities to integrate. Work experience placements and careers education programmes, including visits to local industries, are further examples of community links.

Roles and Responsibilities

Principal - Paula Jordan

Pastoral Care, Parental Involvement, Maintenance, Governors' Report, Prospectus, SDP, School Register, Secretary to BOG, Weekly Calendar, Minutes of Meetings, Admissions, Recording, Reporting & Assessing, Budget, Transition, Policies, Paperwork, Transfer, Annual and Transition Reviews

Vice Principal - Ruth Walker

Head of Senior School, Induction – New Staff, Designated Teacher, EPD, Teacher/Tutor, Post 16 Provision, BOG Teacher Rep, Transport, Student Placements, Behaviour Management, Staff Handbook, Risk Assessment, School Inventory, Disability Arts Stakeholder

Senior Teacher - Shaunagh Duffin

Head of Middle School, Residential, Autism, C2K, Sacraments, First Aider, Deputy Designated Teacher

Senior Teacher - Julie Coert

Head of Junior School, First Aider, H/S Liaison, Toy Library, Parent/Toddler, Start of Year Paperwork, Admissions

Heather Rowe

Literacy, Library

Literacy Team - Ruth, Julie, Catherine, Laura & Paula K

Michelle Tolan

Numeracy, Junior Sperrinmag

Numeracy Team - Cecilia, Jo, Kyle, John & Margaret

Brian Duffy

ICT, MSR & White Room, Sensory Garden, Front Screen

ICT Team - PJ, Ruth, Shaunagh, Alana & Mark

Laura Kane

Wold Around Us, Environment & Society, Education for Sustainable Development, Road Safety, Bio Diversity, Woodland Classroom

Kyle Reid

Science and Technology, Sentinus, Young Innovators, Bio Diversity, Mini Enterprise, Senior Sperrinmag

Paula Kelly

PDMU/PD, RSE, PR, Charity Links

Mark Ferguson

Music & Drama, Productions, Festival, Feis

Alana Greer

PE, Sports Day, Swimming

Shaunagh Duffin

SLT, Assemblies, Religious Events, FHC, Confirmation & see above

Jo McAnerney

Art, Art Competitions, General Resourcing

Catherine Savage

Home Economics, Senior School Events

John O'Hare

Citizenship, Rights Respecting & Eco Schools, School Council, Bio Diversity

Ruth Walker

Employability, CEIAG, Accreditation, SLT & see above

Cecilia Broomfield

Assessment, QUEST, Middle Sperrinmag, PMLD

Julie Coert

Outdoor Play, Leisure, ABL, SLT, Sensory Garden & see above

Management Structure 2016-2017

Senior Leadership Team

Principal - Paula Jordan

Vice Principal , Head of Senior School & Sunshine Teacher - Ruth Walker

Senior Teacher, Head of Middle School & Rainbow Teacher - Shaunagh Duffin

Senior Teacher, Head of Junior School & Pre-School Teacher - Julie Coert

Teachers

PS1 & PS2 - Julie Coert

JA1 - Jo McAnerney

JA2 - Alana Greer

J1 - Laura Grimley

J2 - Michelle Tolan

J3 - Brian Duffy

Sunshine - Ruth Walker/Margaret Higgins

Rainbow - Shaunagh Duffin

MA- Paula Kelly

MB - Kyle Reid

M1 - Mark Ferguson

M2 - Heather Rowe

Starlight - Cecilia Broomfield

S1 - Catherine Savage

T1 - John O'Hare

Classroom Assistants

PS1 & PS2 - Helen Courtney, Marcella Devlin, Janet Montgomery

JA1 - Una Field, Diane Shilliday, Emmet Mallon

JA2 - Sarah Bleeks, Avril Lee, Marie Hegarty

J1 - Emma Coney, Louise Campbell/Siobhan Naylor

J2 - Katarzyna Kowalska, Louise Tennyson-Brady

J3 - Dawn Harvey, Lorna McGahie/Siobhan Naylor

Sunshine - Fiona O'Connor/Denise Fenton, Sheila Ross

Rainbow - Alison Leonard, Anne Marie Murphy

MA - Julie Gormley, Mairead Laverty

MB - Emma Maye, Siobhan Conlan

M1 - Sandra Gillespie, Carol Muldoon/Pauline McKeever

M2 - Margaret McAliskey/Denise Fenton, Wilma Clarke/Denise Fenton

Starlight - Iona Leonard, Anne Jordan

S1 - Donna Vincent, Wendy Hobson

T1 - Noeleen Vallely, Hazel McCampon/Audrey Know

Floats - Mairead Bloomer, Grace Maye

Supervisory Assistants

Margaret Currie, Agnieszka Kobrzynska

Therapists

Speech and Language Therapists

Grainne Smith, Angela Coulter

Assistant

Mary Tennyson

Physiotherapists

Emma McCrea, Melanie Johnston

Assistants

Roma Hughes, Linda Smyton

Occupational Therapist

Miss Catherine McKee

Secretary

Ann Kerr

Buliding Supervisor

Colin Hanill

Groundsman

Sam Stephenson

Cleaners

Eileen Ferguson, Harry Dickson, Denise Dickson, Agnieszka Kobrynska, Bozena Zarzecka, Sanzhina Da Silva Faria,

Adam Powell

Kitchen Staff

Cook
Eileen Hagan
Assistant
Kathleen McKee

SDP Regulations

School Ethos

1: A statement and evaluation of the ethos of the school.

Summary/Assessment

Vision:

In Sperrinview we are a school community who offer a quality education where all will be enabled to learn new and exciting skills, encouraged to explore a world of possibilities and empowered to reach for the stars!

School Motto:

"Where Pupils Come First"

Ethos and Environment:

Welcoming

Happy and caring

Organised and well-equipped

Facilitating learning

Opportunities for fulfilment

Challenging and stimulating

Peaceful and calm

Enriching experiences

Listening to all

Developing self

In Sperrinview we aim to:

Provide quality, child-centred, holistic education

Promote communication

Develop personal and independent living skills

Celebrate achievement, building self-esteem and confidence

Foster links with families, schools and our local and global communities

Evaluation

During the recent ETI Inspection [January 2016] the following statement was made:
"A highly inclusive, caring and respectful ethos permeates all aspects of school life."

We conduct a survey of all stakeholders every three years, the most recent being during May 2016. The ethos was evaluated by pupils, parents, staff, governors, link schools and other external link agencies as part of the consultation process for this School Development Plan [SDP].

There was very strong support from all stakeholders as to the welcoming, caring ethos. To support this evidence the following statements are taken from the survey:

Pupils

"The best part of the school day is...staff."

"One thing I like about my school is...good friends."

Parents

100% of parents agree that they are made to feel welcome in the school

96% of parents feel that the school has a clear vision for improvement

Staff

97.84% of staff agree that all pupils are encouraged to reach their full potential

100% of staff agree that they have good relationships with their colleagues

68.8% of staff do not believe that the attendance rate of staff is high

Governors

100% of Governors feel welcomed, valued and respected in the school

100% of Governors enjoy being a member of the Board of Governors

External Links

100% of External Links feel that Sperrinview staff demonstrate a good attitude to links

Priority Areas for Improvement

One of the areas for improvement following the survey is:

To improve staff attendance rates

Curriculum Review

2a: Learning, teaching, assessment, and promoting the raising of standards of attainment among all pupils, in particular in communication, using mathematics and using Information and Communications Technologies (ICT)

Summary/Assessment

At Sperrinview we adhere to and supplement the statutory requirements of the NI Curriculum. Within the broad, balanced curriculum offered, particular emphasis is placed on the development of communication, using mathematics, using ICT and PDMU/PD.

For each area of learning the school maintains a policy, half-termly planners for each class, a bank of Learning Intentions and IEPs twice a year for each pupil. Lines of progression are currently being created for Literacy, Numeracy and ICT.

In devising the plans, teachers take cognisance of the prescribed programmes of study for each subject and the individual needs of each pupil. Teachers refer to the individual Statements of Special Educational Needs as appropriate.

The use of ICT is promoted throughout the school, from the use of cameras to record pupils' work and activities, switches to promote cause and effect and communication, to the use of interactive white boards, plasma screens, Apple TVs, iPods and iPads to access the curriculum and information.

The teachers of Sperrinview are committed to applying a range of teaching and learning strategies that are fit for the purpose intended. In Sperrinview we recognise the individuality of pupils' learning needs, provide equality of opportunity and access for all pupils; develop lines of progression which maintain breadth, balance, relevance and coherence; maintain an emphasis on active learning through thinking, doing and problem-solving, make pupils' learning relevant to the community in which they live; promote independence at an appropriate level for all; constantly enrich learning resources; use a variety of teaching strategies, monitor progress and recognise and reward achievement at all levels.

We undertake baseline [at the beginning of each school year], formative [continuous assessment within class which guides learning content and approach] and summative [recording of overall achievement at a particular time] assessment and from each we hope to use the information in a diagnostic sense to set and review individual and class targets on a regular basis.

In Sperrinview we strive to make every child feel valued and we actively seek to foster strengths in any areas. We try to raise pupils' self esteem by encouraging and praising them as appropriate for learning and positive behaviours and pupils' achievements are regularly celebrated.

Evaluation

The ETI inspection which took place in January 2016 stated:

"The pupil's progress across all areas of the curriculum is tracked and monitored rigorously by class teachers, subject co-ordinators and the school leadership."

Learning and teaching is monitored through PRSD and class observations carried out by the Principal. Oral and written feedback is given to teachers.

Each subject leader also carries out at least one observation in each of the three blocks of the school [junior, middle and senior] each year, to observe learning and teaching in their area of responsibility.

Subject leaders gained a greater overall understanding of the progression of their subject throughout the school. They were able to extract elements of good practice and these were shared with all teachers in term 3 each year.

IEPs are evaluated on an ongoing basis.

Minutes from SLT and teacher meetings.

Learning and Teaching Policy and Assessment, Recording and Reporting Policy.

To support this evidence

the following statements are taken from the 2016 Stakeholder Survey:

Pupils

Favourite schoolwork includes: PE, Literacy, Numeracy, Science and group work

Parents

100% of parents felt that teaching was of a good or better standard.

100% of parents feel that the curriculum is exciting, interesting and meaningful to their child

Staff

93.67% of staff feel that the learning experiences are of a high quality

92.71% of staff are aware of how well the school is performing

Governors

100% of Governors feel that subject leaders are aware of their role in bringing about improvement

Priority Areas for Development

Development of Total Communication throughout school

Introduction of Literacy, Numeracy and ICT lines of progression

2b: Providing for the special, additional or other individual educational needs of pupils

Summary/Assessment

The provision of a range of support mechanisms to meet the individual needs of pupils has been a major strength of the school for a number of years and recognised as such by pupils, parents, staff and the wider community as well as by ETI through inspection.

In Sperrinview, all staff are committed to providing for the special, additional or other individual educational needs of the pupils.

Classes are generally divided on the basis of age; however there are some exceptions to this to ensure that individual needs are appropriately met. Staff are deployed to best meet the needs of the individual pupils.

All staff are trained in a variety of techniques and skills to meet the diverse individual needs of the pupils and to ensure that we provide a disciplined, happy environment in which every pupil can strive for full academic, personal, social and spiritual potential.

There is a nurture class in junior and senior school for those pupils who display severe and persistent challenging behaviours. There is also one class in junior school and one in middle school for pupils with ASD. There are two classes, one in junior and one in senior block, for pupils with PMLD. These classes have smaller pupil numbers and higher staff ratios.

There are 108 pupils in the school, all of whom have severe learning difficulties. Of these 44.28% are on the Autistic Spectrum, 16.2% have profound and multiple learning difficulties, 5.4% have severe and persistent challenging behaviour and 25.92% have Epilepsy.

Evaluation

The report made following the ETI inspection in January 2016 stated:

“The strengths of the provision include the nurturing and supportive environment for pupils with additional needs, such as challenging behaviour and profound and multiple learning difficulties, and the school’s commitment to meeting their complex needs.”

Annual, transition and transfer review paperwork. Autism Policy, Administration of Drugs Policy and Guidelines for the Management of Pupils with Severe Challenging Behaviours Policy.

During the survey undertaken by school in April 2016, the following was noted:

Parents

100% of parents feel that the school encourages their child’s personal and social development

91.66% felt that staff had high expectations of pupils

Staff

88.55% felt that staff have realistic high expectations of all pupils

92.71% felt that staff ensure that the pastoral care,, health and educational needs of pupils are met effectively

Governors

100% of Governors felt that pupils were encouraged to work to the best of their ability

100% of Governors felt that pupils enjoy school

Priority Areas for Development

Create a second class in junior schools for pupils with ASD

Create an additional class in middle school for pupils with PMLD

2c: Promoting the health and well-being, child protection, attendance, good behaviour and discipline of pupils

Summary/Assessment

Healthy living is promoted throughout the school.

Home Economics, Personal Development/Personal Development and Mutual Understanding, Relationships and Sexuality Education and Physical Education classes promote a healthy lifestyle.

Policies on Play and Activity-Based Learning and Healthy Eating also complement a healthy lifestyle.

The provision of a healthy menu from the school kitchen and the healthy options available at breaktimes also assist in our aim to be a healthy school.

A wide range of opportunities to exercise are provided to pupils through timetabled PE lessons and through the provision of external sports coaches, eg soccer, GAA, Disability Sports NI, swimming, Riding for the Disabled etc. Pupils also participate in sporting activities with other schools eg Rotary Club Football, Swimming Galas etc

The school has extensive grounds comprising a variety of age-appropriate playgrounds, a MUGA, a sensory garden, an adventure playground and a woodland classroom. These are all used by classes to promote the use of outdoor facilities and enhance a healthy lifestyle.

The protection of Children and Vulnerable Adults is paramount in the school. All policies relating to Child and Vulnerable Adult Protection are in line with DE Circular 99/10, 2006/06, 2006/07, 2006/25 [or any DE guidance on Child Protection which replaces these] and the Southern Area Child Protection Procedures. Account has also been taken of the recommendations of the Report of a Statutory Enquiry into Child Protection Matters at Cabin Hill School published on 25 January 2005.

Staff are updated annually in these areas and are totally committed to safeguarding the needs of the young people in our care. Ms Ruth Walker is the Designated teacher for Child Protection and Mrs Shaunagh Duffin and Mrs Julie Coert are the Deputy designated teachers. Mr Ken Montgomery is the Governor with responsibility in this area and Miss Paula Jordan makes up the final member of the Safeguarding Team.

The school's Pastoral Care Policy is an umbrella policy which incorporates Child and Vulnerable Adult Protection, Promotion of Positive Behaviour, Anti-Bullying, Induction, PD/PDMU plus other policies relating to the pastoral care and well-being of students, staff and volunteers.

Pupil attendance is generally good, but is frequently impacted on by the complex medical needs of some of the pupils. One of the teachers, Mrs Julie Coert, has responsibility for Home/School Liaison in the school. She consults with teachers in all classes regarding content of home/school books, attendance issues etc as appropriate. She will act on issues in need of attention or in certain instances relieve the class teacher to deal with matters. She also arranges meetings between parents and teachers and covers or arranges cover in class while the teacher attends.

The school maintains regular contact with the EWO.

The Promotion of Positive Behaviour policy provides guidance and school rules for all involved in the school. This policy is complemented by several others, including, Guidelines for the Management of Pupils with Severe Challenging Behaviour and a Reasonable Force and Safe-Handling Policy.

Staff in each class, work with pupils to devise class charters, in addition to the school rules. These follow the guidelines for positive behaviour management and Rights Respecting Schools which are employed throughout the school.

Evaluation

During the recent ETI Inspection [January 2016] it was stated:

"The quality of the arrangements for pastoral care in the school is outstanding. A highly inclusive, caring and respectful ethos permeates all aspects of school life. There are excellent working relationships between the pupils and staff." and " On the basis of the evidence available at the time of the inspection the school has comprehensive arrangements in place for safeguarding children and young people. These arrangements reflect the guidance issued by the Department of Education."

Child Protection Policy, Vulnerable Adult Protection Policy, Promotion of Positive behaviour Policy and Reasonable Force and Safe Handling Policy

Parents

100% of parents feel that the school is good at promoting positive behaviour

91.66% of parents felt that their child has an understanding of how to keep healthy

100% of the parents agreed that the school kept them informed of safeguarding and child protection policies and procedures

Staff

97.92% of staff are aware of the school's procedures relating to safeguarding and child protection

90.59% feel that we are a health promoting school

Governors

100% of Governors feel that staff deal effectively with behavioural issues in school

Priority Areas for Development

Whole school ASD training

Introduction of Total Communication throughout school

2d: Providing for the professional development of staff

Summary/Assessment

The school provides extensive and effective investment in staff development. In line with the Staff Development Policy, The programme identifies priorities for training, both within the school [primarily through the use of a staff audit undertaken during staff reviews to identify training and development needs of individuals, the priorities outlined in the School Development Plan and the PRSD targets for each cycle] and without [ie responding to priorities laid forth in documents such as ESaGS and TTI as well as other publications and initiatives that emerge from DE], and along with other statutory training requirements eg Child Protection, medical updates, moving and handling training, Team Teach etc.

Having identified those priorities, staff development is delivered in a variety of contexts, including: the use of formal training during School Development and Baker Days, conducted both by our own staff and external agencies; the sharing of good practice; opportunities given to staff to participate in subject/area development teams to address a range of issues for the school [including the drafting of whole school policies and developments]; joint training days/sharing of good practice with other special schools; attendance at external training events and supporting staff seeking to extend their own professional development.

All training that is attended, both internal and external, is evaluated by the participating staff and by the SLT to determine the improvements in the quality of learning and teaching that will follow from the training. Staff are expected to provide feedback and cascade information to other relevant staff following attendance at training.

Evaluation

Following the recent ETI Inspection in January 2016, it was stated:

"There are regular whole staff discussions of effective practice in numeracy, and appropriate professional development opportunities for staff."

Staff evaluations of all training activities.

In-school staff training

Outcomes of professional dialogue sessions

Staff

85.42% felt that Baker Days and School Development Days are used effectively throughout the year

86.46% of staff felt that they had benefited from staff development in the last 3 years

87.5% of teachers felt that distributed leadership was encouraged throughout the school

Priority Areas for Development

Whole-school ASD training

Continued professional development in line with the SDP

Source quality training opportunities to share with other SLD schools

2e: Managing attendance and promoting the health and well-being of staff

Summary/Assessment

The Board of Governors of Sperrinview School are committed to providing a caring and supportive school environment which recognises that members of staff are individuals whose personal well-being is of value to the education of the children and the smooth running of the school. Staff health and welfare is an essential part of this.

We ensure that all staff are treated fairly, consistently and with sensitivity during times of illness. We promote and encourage an attendance culture which recognises that good staff attendance enhances the learning experiences of the pupils. We maintain confidentiality of information. We raise awareness of the Staff Care Service and its supportive role. The Principal conducts a Return-To-Work interview with all members of staff following any absence due to sick leave.

Staff well-being is promoted in a number of ways: Governors and SLT appreciation of the staff's valuable contribution to all aspects of school life; distribution of staff welfare literature from EA Southern Region; training on stress management, health and well-being [eg School Development Day]; an open door policy by the Principal and Vice Principal; pamper and fun sessions for staff.

Evaluation

Following the Investors In People assessment of August 2015, it was stated:

"People are supported by senior management and peers, not just professionally but also in their personal lives outside work. There is a strong emphasis on pastoral care. Managers motivate their people; they lead by example and have the respect of their peers and staff."

Teacher Health and Well-Being Policy, Guidelines for Safe Contact with MRSA, Health and Safety Policy, Health Care for Staff Policy, Policy on Pupils and Staff who are sick and Staff Absence Policy

Staff Care Service [EA Southern Region]

Paperwork from Back-To-Work Interviews

Staff

68.8% do not believe that the attendance rate of staff is high

92.25% of staff feel that the management promote the welfare of all staff

91.67% of staff feel valued and respected

100% of staff enjoy working in the school

Priority Areas for Development

Creation of a Staff Health & Well-Being Team

Whole-School Mindfulness Training

2f: Promoting links with the parents of pupils at the school and with the local community, including other schools, the business community, and voluntary and statutory bodies

Summary/Assessment

At Sperrinview we seek to promote real and ongoing communication between home and school as a vital component of each child developing his/her potential. We endeavour to: give parents greater understanding of their child's learning difficulties and allow an open exchange of information and support.

We have an open-door policy to allow parents ease of access to Principal, Vice Principal and teachers. If parents have any queries or concerns they may contact the Principal by phone or an interview can be arranged.

One of our parental supports at Sperrinview is our home-school liaison service which is coordinated by Mrs Coert.

At Sperrinview pupils are involved with the wider community in a variety of ways. Each class, with the exception of pre-school, has an educational visit once a fortnight. These visits allow work to be carried out which complements the ongoing work in the classroom eg on the termly theme, money skills, social skills etc. Pupils also go on longer educational visits occasionally throughout the year.

A group of post-primary pupils go on a three-day residential once each year, usually to the Share Centre in Lisnaskea. The pupils enjoy learning many new skills, such as archery, climbing, canoeing and becoming more independent. Outside agencies visit school, including sports' coaches, community theatre groups, artists, musicians etc.

We are a member of the Dungannon and Cookstown Area Learning Community and the Dungannon Learning Partnership. We have links with Nursery, Primary, Post Primary, other Special Schools and the South West College for a variety of activities, including; curricular, sports, mentoring, social skills and vocational.

We provide support on an informal basis to a small number of schools with regard to Autism, behaviour and special needs.

Students from secondary schools, South West College, teacher training colleges and nursing courses come to our school for work experience.

We have links with the local business community through Team Enterprise, work experience opportunities for senior pupils, senior class visits to local businesses and visits of local business people to senior school classes to discuss Learning for Life and Work and Employability.

There are numerous links with statutory and voluntary bodies such as: Dungannon Community Arts Studio, Moy Riding Centre, AHPs, PSNI, Rotary, Sentinus, Educational Psychology, Clinical Psychology, ECO Schools, Oakridge SEC, Cookstown Adult Centre, Transition Co-Ordinators from Education and Health, CCEA, DEL, Appleby Trust, Autism NI, Charis, NI Children's Hospice, Ulster Orchestra, Speedwell etc.

Evaluation

The report of the ETI Inspection, January 2016 stated:

"The school has established, and developed, close working relationships with businesses and schools in the local community, and have a wide range of suitable work placement opportunities for the pupils in the leavers' classes. The staff work closely with the parents and pupils in choosing sustainable work placements in the community, and within the school where appropriate."

Some of the strengths highlighted by our external links during the recent survey in April 2016 are as follows:

Parents

100% feel that their child is given an opportunity to make a positive contribution to both the school community and the wider community

100% feel that links between the school and the local community are good

Staff

94.76% feel that the school is valued and respected in the local community

100% feel that the school respects diversity and welcomes members from all communities

External Agency Comments

A considerable number of our year 13 students spend 1-2 hours per week for the duration of the academic year (Sept-April) in Sperrinview. Their work involves shadowing and assisting with various aspects of the life and work of the school, including with with OTs, Physios and Speech Therapists.

We benefit with our link with Sperrinview in many ways; to name a few:

helping to provide positive learning outcomes to all schools in the Area Learning Community; having the opportunity to use our specially trained staff to teach students with special educational needs; having the privilege of inviting Sperrinview students into our College Cafeteria to mix with the full and part-time student body which adds to the diversity of life at SWC;

Priority Areas for Development

Provide Parent Workshops to assist parents in the development of their child's education

2g: Promoting the effective use of ICT, including its use to support learning and teaching, continuing professional development and school leadership and management

Summary/Assessment

ICT is an integral part of teaching and learning at Sperrinview.

We have resourced each classroom with one or more networked computers, an integrated whiteboard/plasma screen, an iPad, a mobile phone and a digital camera. These resources are used on a daily basis.

Staff are provided with regular updated training in the area of ICT. This is provided by school staff and staff from Clounagh Centre, iTeach and C2K. Staff are encouraged to keep updated with ICT developments and undertake online training and video conferencing as part of their ongoing professional development

We have a school website: www.sperrinviewspecialschool.co.uk. This site provides us with the opportunity to disseminate information and good practice to parents, other schools, services and organisations.

School leadership and management use ICT to enhance the communications throughout the school and with parents and external agencies.

Evaluation

Following the January 2016 ETI Inspection, it was stated:

"The school has a broad range of mathematical resources, including information and communication technology (ICT), which is used effectively to support, stimulate and consolidate the pupils' learning."

E-Safety and Internet Policy and ICT Policy

Staff development evaluations

Pupils

Love of ICT and computer work

Staff

100% of teachers feel that ICT is used effectively to support learning and teaching

Priority Areas for Development

Development of use of iPad apps

Introduction of more Apple TVs

School Finances and other Resources

3a: The schools current financial position and its use to support learning and teaching, continuing professional development and school leadership and management

Assessment

Sperrinview has a partially delegated budget and does not fall under the LMS regulations at this time. Financial allocations concerned with the running of the school and staffing matters remain the responsibility of the Education Authority Southern Region.

Our budget for 2016-2017 is as yet unknown.

The budget and additional allocations are used to finance the educational resources, exam fees, transport costs, furniture and fittings, cleaning requisitions, maintenance costs etc for the school, as well as the day-to-day running costs eg heat, electricity, water, bin and telephone charges etc.

Priority Areas for Development

Set-up and furnishing of a new junior room for pupils with ASD

Set-up and furnishing of a new junior room for pupils with PMLD

Set-up and furnishing of newly replaced mobile for Middle school Nurture Class

3b: The planned use of the schools projected resources during the period covered by the plan in support of actions to bring about improvement in standards

Assessment

The budget during the period of this SDP, will be used to ensure that the curriculum and individual needs of pupils, costs of utilities, maintenance and other running costs are covered. The Principal and Vice Principal keep accurate records of all finances and work with EA Southern Region in regard to this.

We are in the very fortunate position in Sperrinview to be based in a community which is very generous. We have a School Fund Account which is used to enrich the pupils' experiences and provides finance for: Christmas presents and parties; Easter Eggs; theatre company visits; computer software; books; educational visits, classroom extras etc. This account is audited annually.

The financial challenge over the period of this SDP is to keep school utility and maintenance costs as low as possible so that we can maintain the annual requisition of educational resources and supplement the cost of the SWC and link courses.

Priority Areas for Development

Set-up and furnishing of new classrooms

Apple TVs

Maintain educational resources as required

Review of school targets

4: An assessment of the extent to which the school has met its key targets or the progress that has been made towards these key targets in any school development plan which a school development plan supersedes or revises

Assessment

2013-2014

Learning and Teaching

Literacy - We completed a whole school review of literacy including an audit. Two teachers commenced a 2-year Literacy CPD programme with Stranmillis. Staff became familiarised with "A Busy Day", "Harberton" and "Wellington Square" reading schemes.

Literacy/Numeracy - Literacy/Numeracy task boards were timetabled and introduced in all classes.

AfL - AfL techniques were embedded in all classes. Teachers engaged in professional dialogue on this topic and summarised AfL including LIs, WALT & WILF in each class.

ICT - Staff were introduced to My School, Fronter and Equella. The school applied for and was awarded the NAACE ICT mark

Child Centred Provision

Independence – A target for each pupil promoting independence was included on all IEPs

Provision for Pupils with PMLD – A policy was written, consulted on and adopted. Afternoon sensory groups were agreed and carried out.

Outdoor Play Facilities – An audit of play areas, equipment and their use was completed. Play areas and equipment were zoned.

Rights Respecting Schools – Class charters agreed in all classes. RRS artwork completed and displayed around school

Duke of Edinburgh Award – Staff discussed the possibility of pursuing this award but decided that it was not viable at this time.

Effective Leadership

liP - We commenced preparation for the Bronze liP award, having already achieved the Standard.

Staff Rotation - A staff rotation policy was devised, consulted on and adopted

Staff Development

Medical Training

CPR

Team Teach

Moving & Handling

My School/Fronter/Equella training

Staff Attendance training

Staff Welfare Session

A School Connected to its Local Community

A use of Facilities Policy was devised, consulted on and adopted

Parents were surveyed regarding the support they require from school

2014-2015

Learning and Teaching

Literacy – Phonics were introduced to all staff and specific targets for phonics and reading were set for all pupils on IEPs.

Numeracy – Numicon workshop for parents plus 2 half day trainings for staff. New Numeracy baseline assessment written, consulted on and adopted.

ICT – Teaching and learning apps were identified and shared with teachers. A group of senior pupils were trained to provide technical support in Assemblies and the Christmas show.

The Arts – the art and music and drama policies was reviewed and an audit carried out of resources. Pupils' artwork was displayed in classes and on the corridors.

A new homework policy was devised, consulted on and adopted.

Assessment – The Principals and Vice Principals of Donard, Lisanally and Sperrinview worked throughout the year on whole school reviews of assessment. Baseline assessments for Literacy, Numeracy, ICT, PD/PDMU, PMLD and Pre-school were devised, consulted on with staff from all 3 schools and adopted.

New sharing of information booklets were devised for use in August each year to assist with pupils moving classes.

Child Centred Provision

Outdoor Play and Leisure – New play/Leisure planners were devised for outdoor play and leisure. Staff work in blocks to agree their play/leisure activities and the planners are completed termly.

Effective Leadership

liP - Preparation continued for the application for Investors in People Bronze Award. The application was made in

June 2015.

Challenging Behaviour – Two teachers were trained as Team Teach Trainers. A teacher was released one day per week for one term to support staff in the management of challenging behaviours.

Staff Development

Team Teach Trainers – 2 teachers trained

TEACCH Training for those teachers who had not completed the 5 day TEACCH workshop

Staff Welfare

Literacy – Phonics

Numeracy – Numicon

RSE

A School Connected to its Local Community

Leaflets were created for parents to support them in the education of their children and in the management of behaviour and fun/educational activities.

The new playground facilities were launched and local primary school Principals were in attendance and were invited to make use of the facilities.

2015-2016

Learning and Teaching

Literacy – A wide range of communication systems was made available in classes and in the school as a whole. Phonics was taught both formally and informally and pupils took part in pre-reading and pre-writing activities daily.

Numeracy – the new baseline assessments were used in all classes. Work on number, money and time continues throughout the school with added focus on shape, space and data-handling.

ICT – class iPads were used more as a teaching tool than as a reward for pupils. Apple TVs were introduced to 2 classes. All staff received training from iTeach.

WAU & Env & Soc – Lis were devised and shared with teachers. PSNI provided workshops for pupils during Road Safety week. Middle and senior pupils participated in the Brake Walk in June 2016 and Ms Walker and Mrs Moloney attended the Brake Walk Ceremony in the Houses of Parliament, London in February 2016, as we had been chosen as the top school in NI following the 2015 Brake Walk.

Sci & Tech – Audit of resources carried out. Gaps identified. Co-ordinator linked with WAU co-ordinator to compile resource lists for classes.

Child Centred Provision

Assessment - Tracking of pupils' learning carried out in classes through the assessment section of the red files.

ECO School - We were re-assessed as an ECO school and achieved our 3rd green flag

New Classes – a new class for pupils with ASD was introduced to the middle school and 2 new classes for pupils with PMLD were introduced to junior and senior school

Effective Leadership

LiP – the LiP assessment was completed in August 2015 – we achieved the silver award.

SLT Development – The Principals and VPs from Donard, Kilronan and Sperrinview worked throughout the year with Paul Tracey on "Influence Mastery".

Coaching – The VP completed Coaching Training

Staff Development

Epilepsy Training

CPR

Moving & Handling

Team Teach

Staff Welfare

Literacy

Numeracy

RSE

Behaviour

A School Connected to its Local Community

50th birthday celebrations for Sperrinview – newspaper and magazine articles, web articles, radio presentation, Gala Ball in Ranfurly, Open Evening for schools, businesses and local community, coffee morning for Oakridge SEC, class events.

Priority Key Priorities to be carried forward to next year

Teaching and Learning

Literacy Developments

Numeracy Developments

ICT Developments

RE Review

HE Review

PDMU/PD Review

Child-Centred Provision

Whole school ASD training, 5-day TEACCH Training for 2 teachers, ASD training for 2 teachers

Creation of School Cafe

Introduction of Total Communication

Effective Leadership

SLT Development

Staff Development

Medical Training

CPR

Staff Well-Being

A School Connected to its Community

Links with Dungannon PD LSU

School context

5: An assessment of the challenges and opportunities facing the school

Assessment

Challenges

- Increasing pupil numbers
- No further capacity to increase the accommodation on the school's estate
- Increasing complexity of medical needs of some pupils
- Increasing severity of behavioural difficulties of some pupils
- Ability to deal with mental health issues of some pupils
- Requirements of the Entitlement Framework with reduction and eventual removal of funding
- Uncertainty of financial capability to pay for South West College and link school courses
- Uncertainty of budgetary arrangements in coming years
- Increased engagement within the Dungannon and Cookstown Area Learning Community
- Cost of maintaining and further developing links with other schools
- Cost of transport to maintain environmental visits to extend pupil learning
- Maintaining good and effective relationships and communication with an ever-growing staff
- Loss of professional support from CASS
- Time of change with EA
- Post-19 provision for pupils with severe learning difficulties
- Growing need to support parents in their quest to improve post-19 provision
- Increasing pressure on Governors

Opportunities

- A strong, supportive school community
- An excellent staff who put pupils' needs first
- A staff who are well-trained, experienced and supportive
- Excellent AHP support within the school
- A strong, supportive partnership with parents and families
- Excellent accommodation
- Excellent resourcing throughout the school
- Excellent outdoor facilities and grounds
- An experienced and supportive Board of Governors
- Expertise and experience from supportive staff within EA Southern Region
- A supportive and generous community
- Strong links with local schools and colleges
- Strong links with other special schools
- Involvement in Dungannon and Cookstown Area Learning Community and Dungannon Learning Partnership
- Strong links with local businesses
- Strong links with an extensive range of professionals
- Strong links with statutory and voluntary agencies
- Strong and supportive links with members of ETI
- Excellent multi-disciplinary working practices within school

Priority Areas for Development

- Introduction of 2 additional classes for pupils with ASD
- Introduction of additional class for pupils with PMLD
- Work with EA Southern Region Estates Management re capacity for extension and replacement of M1 Mobile classroom
- Work as Vice Chair on Dungannon and Cookstown ALC
- Source additional funding from other avenues
- Support staff through Mindfulness and Well-Being Training

Consultation Arrangements

6: The arrangements made by the Board of Governors to consult and take account of the views of pupils, parents, staff and other persons or bodies in the preparation of the plan

Arrangements

The Board of Governors, in conjunction with the SLT, worked closely with the SLT in Kilonan School, to design a survey to consult with all stakeholders in preparation for devising this School Development Plan. The Plan also takes account of circulars, advice and guidance from DE.

The survey was then undertaken in May 2016 with the following groups: pupils; teaching staff; classroom assistants; support staff, therapy staff; parents; governors and external links.

The survey was designed using the Whole School App and offered electronically, but was also offered in hard copy for anyone requiring this facility.

Results of the survey were collated and shared with all stakeholders.

The results of the survey were then used to identify and agree priorities for improvement over the period of the plan - 2016-2019, and staff devised action plans to try to ensure the successful completion of the plan to secure improvement for the school.

Priority Areas for Development

See Action Plans for:

Teaching and Learning

Child-Centred Provision

Effective Leadership

Staff Development

A School Connected to its Community

The School Development Plan and supporting Action Plans

7a: The schools key priorities of the plan, based on the departments priorities for education

Summary of priority areas for development

Teaching and Learning
Child-Centred Provision
Effective Leadership
Staff Development
A School Connected to its Local Community

Planned Objectives

Teaching and Learning
2016-2017
Literacy Developments
Numeracy Developments
ICT Developments
RE Review
HE Review
PDMU/PD Review
2017-2018
Literacy Developments
Numeracy Developments
ICT Developments
RE Review
PE Review
RSE Review
Empolyability Review
2018-2019
Literacy Developments
Numeracy Developments
ICT Developments
PE Review
LLW Review
Citizenship Review

Child-Centred Provision
2016-2017
Whole school ASD training, 5-day TEACCH Training for 2 teachers, ASD training for 2 teachers
Creation of School Cafe
Introduction of Total Communication
2017-2018
Middle School pupils involvement in target-setting
2018-2019
Middle and senior school pupils involvement in assessment cycle

Effective Leadership
2016-2017
SLT Development with Nicola Lynagh
2017-2018
SLT development with Paul Tracey
2018-2019
Development of larger SLT

Staff Development
2016-2017
Medical Training
CPR

Staff Well-Being
2017-2018
CPR
Epilepsy
Team Teach Update
Moving and Handling Update
2018-2019
Medical Update
CPR

A School Connected to its Local Community
2016-2017
Student Placement Policy Review
2017-2018
Junior School Links with Dungannon PS LSU
2018-2019
Middle School link with local PPS

7b: Planned outcomes, including planned outcomes in learning, teaching and raising standards of attainment, which, in the case of schools other than nursery and special schools, must include targets for raising standards of attainment in communication, using mathematics and using ICT

Summary of priority areas for development

Literacy Developments
Numeracy Developments
ICT Developments
RE Review
HE Review
PDMU/PD Review

Planned Objectives

See Action Plans

7c: The actions to be taken to achieve the outcomes mentioned at sub-paragraph (b) and the final dates for completion

Summary of priority areas for development

Literacy Developments
Numeracy Developments
ICT Developments
RE Review
HE Review
PDMU/PD Review

Planned Objectives

See action plans

7d: The financial and other resources available to the school to be used in support of the actions identified at the sub-paragraph (c) to achieve the outcomes at sub-paragraph (b)

Summary of priority areas for development

Staff Training
Set-up of new classes and replacement mobile
Substitute cover for subject development
Class resourcing
ICT resources

Planned Objectives

The school's financial plan has been aligned with the areas identified for improvement in the Action Plans;
Funding for courses

Set-up of new classrooms and replacement mobile class
Staff Training, where appropriate
Substitute cover to allow subject teams to work together
Resources for classes
Apple TVs

7e: The arrangements for the Board of Governors, in consultation with the principal, to monitor, review and evaluate progress made against the school development plan

Summary of priority areas for development

The School's Action Plans identify the people responsible for delivering, monitoring and evaluation of each of the targets. The focus will be on evaluating outcomes (measured against the Success Criteria identified for each target) rather than evaluating the processes utilised to deliver the outcomes.

Progress will be monitored and evaluated at monthly teachers' meetings and by the Senior Leadership Team.

The Principal will report formally on progress on the School Development Plan to the Board of Governors at each Governors' meeting.

Planned Objectives

See Action Plans

Action Plans

Areas for Improvement:
None

Where are we now? (with reference to areas for improvement noted above):
We have good relationships with local clergy in the Dungannon area and regularly invite them into school to see what we do and to lead school assemblies.

Objectives/targets to bring about improvement	Success Criteria	Actions to bring about improvement	Time/materials staff/costings	Current Position	Monitoring & Evaluation	Staff/lead Responsibility	Timescale / Resources
RE Increase pupils' awareness of other faiths	Pupils will be able to identify some aspects of different faiths Faith leaders will have visited school	Introduce these Faiths to the school population through Assemblies Make contact with local religious leaders within these faiths and invite them to visit school	Faith Leaders Faith resources			shaunagh.duffin_5316523	Term 2016/2017 to -1/0 Action Plan Dates Start Date: 1/9/2016 End Date: 30/6/2017
PE							Term 2017/2018 to -1/0 Action Plan Dates Start Date: 1/9/2017 End Date: 29/6/2018
RE							Term 2017/2018 to -1/0 Action Plan Dates Start Date: 1/9/2017 End Date: 29/6/2018
PE							Term 2018/2019 to -1/0 Action Plan Dates Start Date: 3/9/2018 End Date: 30/6/2020

Additional Curricular Areas Actions

RE

Actions to bring about improvement	Success Criteria	Assigned To	Current Position	Monitoring & Evaluation	Resources	Tasks
Make contact with local religious leaders within these faiths and invite them to visit school						
Introduce these Faiths to the school population through Assemblies						

Areas for Improvement:
None identified

Where are we now? (with reference to areas for improvement noted above):

Literacy - Fine Motor skills introduced to assist with pre-reading and pre-writing skills. New school Library up and running but requires re-organisation. Bordmaker being updated to ensure continuity across the school. Numeracy - All classes are using Numicon. All classes are taught numeracy for the recommended amount time every day. Where homework is given, at least one piece is always numeracy-based. ICT - Teachers and classroom assistants have been provided with training by iTeach. Apple TV was introduced in 2 classes and was trailed during presentations and assemblies.

Objectives/targets to bring about improvement	Success Criteria	Actions to bring about improvement	Time/materials staff/costings	Current Position	Monitoring & Evaluation	Staff/lead Responsibility	Timescale / Resources
Literacy Pupils will have access to a variety of communication systems both in class and in the wider school community Pupils will be involved in a wide range of pre-reading and writing skills through the continued development of fine motor skill workshops Pupils will have opportunities to use the school library regularly for story time sessions and talking and listening activities	Pupils will have experienced a range of communication systems in class and throughout school. Timetabled evidence of pre-reading and writing activities in classes and evidence of pupils engaged in fine motor skills programmes Pupils will be participating in story-telling and talking and listening activities in the library	Classes will be timetabled to use the library Labelling will be in place in classes and throughout the school using a variety of formats Mrs Rowe to provide training, ideas and class support The layout of the library will be re-vamped and displays/books changed termly Training for staff	Training and resources from Mrs Rowe and SaLT staff. Mrs Rowe to provide classroom support as necessary			heather.rowe_53 16523	Term 2016/2017 to -1/0 Action Plan Dates Start Date: 1/9/2016 End Date: 30/6/2017
Numeracy Every class will use the new numeracy baseline assessments By term 2 all teaching staff are to be aware of the new SOW and use it in planning	New baseline assessments completed for each pupil and placed in red files. Planning for pupils in half-termly planners will show evidence of new SOW	New baseline assessments for numeracy to be used during first 6 weeks of term 1 Staff to be given the new SOW and have it explained to them.	Time to discuss and explain the new SOW to staff			michelle.tolan_53 16523	Term 2017/2018 to -1/0 Action Plan Dates Start Date: 1/9/2016 End Date: 30/6/2017

Areas for Improvement:
None identified

Where are we now? (with reference to areas for improvement noted above):

Literacy - Fine Motor skills introduced to assist with pre-reading and pre-writing skills. New school Library up and running but requires re-organisation. Bordmaker being updated to ensure continuity across the school. Numeracy - All classes are using Numicon. All classes are taught numeracy for the recommended amount time every day. Where homework is given, at least one piece is always numeracy-based. ICT - Teachers and classroom assistants have been provided with training by iTeach. Apple TV was introduced in 2 classes and was trailed during presentations and assemblies.

Objectives/targets to bring about improvement	Success Criteria	Actions to bring about improvement	Time/materials staff/costings	Current Position	Monitoring & Evaluation	Staff/lead Responsibility	Timescale / Resources
ICT Continue the emphasis on new apps that prove to promote iPads as a teaching tool with the emphasis on innovative teaching opportunities. Install Apple TV boxes to more classrooms and share good practice in sensory classrooms As part of Total Communication, introduce more switches, stimulus/response devices and AAC communication devices	Apps in use to assist pupils' learning Apple TVs used during lessons to enhance learning for pupils Increased evidence of use of switches in communication	Short training sessions on the use of switches in class Short workshops for staff to showcase new apps Short workshops on the operation of Apple TVs	Purchasing of apps approx. £20 Purchase of Apple TVs approx. £400 Purchase of switches approx. £300			brian.duffy_5316 523	Term 2018/2019 to -1/0 Action Plan Dates Start Date: 1/9/2016 End Date: 30/6/2017
Literacy							Term 2017/2018 to -1/0 Action Plan Dates Start Date: 1/9/2017 End Date: 29/6/2018
ICT							Term 2016/2017 to -1/0 Action Plan Dates Start Date: 1/9/2017 End Date: 29/6/2018
ICT							Term 2017/2018 to -1/0 Action Plan Dates Start Date: 9/7/2016 End Date: 9/7/2016

Areas for Improvement:
None identified

Where are we now? (with reference to areas for improvement noted above):

Literacy - Fine Motor skills introduced to assist with pre-reading and pre-writing skills. New school Library up and running but requires re-organisation. Bordmaker being updated to ensure continuity across the school. Numeracy - All classes are using Numicon. All classes are taught numeracy for the recommended amount time every day. Where homework is given, at least one piece is always numeracy-based. ICT - Teachers and classroom assistants have been provided with training by iTeach. Apple TV was introduced in 2 classes and was trailed during presentations and assemblies.

Objectives/targets to bring about improvement	Success Criteria	Actions to bring about improvement	Time/materials staff/costings	Current Position	Monitoring & Evaluation	Staff/lead Responsibility	Timescale / Resources
Numeracy							Term 2016/2017 to -1/0 Action Plan Dates Start Date: 9/7/2016 End Date: 9/7/2016
Literacy							Term 2018/2019 to -1/0 Action Plan Dates Start Date: 9/7/2016 End Date: 9/7/2016
Numeracy							Term 2018/2019 to -1/0 Action Plan Dates Start Date: 9/7/2016 End Date: 9/7/2016

Core Curricular Areas Actions

ICT

Actions to bring about improvement	Success Criteria	Assigned To	Current Position	Monitoring & Evaluation	Resources	Tasks
Short training sessions on the use of switches in class						
Short workshops for staff to showcase new apps						
Short workshops on the operation of Apple TVs						

Numeracy

Actions to bring about improvement	Success Criteria	Assigned To	Current Position	Monitoring & Evaluation	Resources	Tasks
Staff to be given the new SOW and have it explained to them.						
New baseline assessments for numeracy to be used during first 6 weeks of term 1						

Literacy

Actions to bring about improvement	Success Criteria	Assigned To	Current Position	Monitoring & Evaluation	Resources	Tasks
Classes will be timetabled to use the library						
Training for staff						
Mrs Rowe to provide training, ideas and class support						
The layout of the library will be re-vamped and displays/books changed termly						
Labelling will be in place in classes and throughout the school using a variety of formats						

Areas for Improvement:
No areas identified

Where are we now? (with reference to areas for improvement noted above):

Audit of equipment completed but due to movement in and out of classes this is difficult to keep track of. Senior school make good use of the teaching kitchen and bedroom as evidenced in sharing of good practice. This needs to be extended to middle school. New PD/PDMU co-ordinator appointed for September 2016

Objectives/targets to bring about improvement	Success Criteria	Actions to bring about improvement	Time/materials staff/costings	Current Position	Monitoring & Evaluation	Staff/lead Responsibility	Timescale / Resources
Write policy and revise programme for HE	Each class will have a bank of basic HE equipment for use by pupils General HE equipment will be stored centrally in a locked cupboard and borrowed by classes for pupils on a sign out system	All general HE equipment to be collected, sorted, labelled and stored in a central area All HE equipment to be pooled and divided between classes New equipment to be purchased as necessary	£200 is available initially for the purchase of new equipment. More may be required during the year if funds are available. Assistance from staff will be required to collate and label general equipment for use by all.			catherine.savage_5316523	Term 2016/2017 to -1/0 Action Plan Dates Start Date: 1/9/2016 End Date: 30/6/2017
Review PD/PDMU Policy, Practice and Programmes	Co-ordinator will be familiar with the area and the current programmes Audit of current resources will be completed Programme will be written for middle school.	audit of resources to be completed and additional resources purchased as necessary Co-ordinator to read schemes and relevant curriculum information Senior school programme to be reviewed and new programme devised for Middle school for roll-out in September 2017	CCEA Online materials Current school resources £200 towards new resources			paula.kelly_5316523	Term 2016/2017 to -1/0 Action Plan Dates Start Date: 1/9/2016 End Date: 30/6/2017

Areas for Improvement:
No areas identified

Where are we now? (with reference to areas for improvement noted above):

Audit of equipment completed but due to movement in and out of classes this is difficult to keep track of. Senior school make good use of the teaching kitchen and bedroom as evidenced in sharing of good practice. This needs to be extended to middle school. New PD/PDMU co-ordinator appointed for September 2016

Objectives/targets to bring about improvement	Success Criteria	Actions to bring about improvement	Time/materials staff/costings	Current Position	Monitoring & Evaluation	Staff/lead Responsibility	Timescale / Resources
Review LLW Policy							Term 2018/2019 to -1/0 Action Plan Dates Start Date: 3/9/2018 End Date: 28/6/2019
Review RSE policy and programmes							Term 2017/2018 to -1/0 Action Plan Dates Start Date: 1/9/2017 End Date: 29/6/2018
Write policy and revise programme for Citizenship							Term 2018/2019 to -1/0 Action Plan Dates Start Date: 3/9/2018 End Date: 28/6/2019
Write policy and revise programme for Employability							Term 2017/2018 to -1/0 Action Plan Dates Start Date: 1/9/2017 End Date: 29/6/2018

LLW Actions

Review PD/PDMU Policy, Practice and Programmes

Actions to bring about improvement	Success Criteria	Assigned To	Current Position	Monitoring & Evaluation	Resources	Tasks
Co-ordinator to read schemes and relevant curriculum information						
audit of resources to be completed and additional resources purchased as necessary						
Senior school programme to be reviewed and new programme devised for Middle school for roll-out in September 2017						

Write policy and revise programme for HE

Actions to bring about improvement	Success Criteria	Assigned To	Current Position	Monitoring & Evaluation	Resources	Tasks
All general HE equipment to be collected, sorted, labelled and stored in a central area						
New equipment to be purchased as necessary						
All HE equipment to be pooled and divided between classes						

Areas for Improvement:
There are none

Where are we now? (with reference to areas for improvement noted above):

Thirteen of the permanent teaching staff have completed their 5 day TEACCH Training. Three permanent and one temporary teachers still require the 5 day TEACCH Training. All staff have received basic training from AAIS and MCA.

Objectives/targets to bring about improvement	Success Criteria	Actions to bring about improvement	Time/materials staff/costings	Current Position	Monitoring & Evaluation	Staff/lead Responsibility	Timescale / Resources
5-day TEACCH Training Two permanent teachers will receive TEACCH training in the second term.	Mrs Savage and Mr Reid will complete the 5-day TEACCH Training in term 2 to ensure that ASD pupils have optimum learning environments	Book Mrs Savage and Mr Reid on training	Substitute cover x 10 days = £1300			mary.jordan_531 6523	Term 2016/2017 to -1/0 Action Plan Dates Start Date: 1/9/2016 End Date: 30/6/2017
Whole school training All staff will receive general ASD training from AAIS on 28 November 2016 and sensory processing training from MCA on 29 November 2016	All staff will complete 2 days of ASD specific training in term 1 to ensure that all pupils with ASD have optimum learning environments	Book training for all staff	2 x SDDs			mary.jordan_531 6523	Term 2016/2017 to -1/0 Action Plan Dates Start Date: 1/9/2016 End Date: 30/6/2017
Improved ASD strategies throughout the school Pupils with ASD will be well supported in class and throughout the school by all staff	Improved behaviour leading to reduction in incidences of challenging behaviour for pupils with ASD Clearly standardised visuals used throughout the school Appropriate visual supports for all ASD pupils in all classes	AAIS referrals for pupils needing support New ASD classes appropriately structured Receiver boards updated Standardised ASD packs distributed to all classes Teachers will provide pupils with appropriate visual supports	ASD packs providing standardised visuals for all classes Receiver boards created and in place Appropriate schedules and visual strategies in place for each pupil with ASD Appropriate physical structure in place for each pupil with ASD			mary.jordan_531 6523	Term 2016/2017 to -1/0 Action Plan Dates Start Date: 1/9/2016 End Date: 30/6/2017

Areas for Improvement:
There are none

Where are we now? (with reference to areas for improvement noted above):

Thirteen of the permanent teaching staff have completed their 5 day TEACCH Training. Three permanent and one temporary teachers still require the 5 day TEACCH Training. All staff have received basic training from AAIS and MCA.

Objectives/targets to bring about improvement	Success Criteria	Actions to bring about improvement	Time/materials staff/costings	Current Position	Monitoring & Evaluation	Staff/lead Responsibility	Timescale / Resources
Teacher Training Teaching staff new to ASD require basic training	Mr Reid and Miss Greer will complete 2 -day ASD training provided by AAIS in Autumn Term to ensure that ASD pupils have optimum learning environments	Book Mr Reid and Miss Greer on training	Substitute cover x 4 days = £520			mary.jordan_531 6523	Term 2016/2017 to -1/0 Action Plan Dates Start Date: 1/9/2016 End Date: 30/6/2017

Autism Provision Actions

Teacher Training

Actions to bring about improvement	Success Criteria	Assigned To	Current Position	Monitoring & Evaluation	Resources	Tasks
Book Mr Reid and Miss Greer on training						

Improved ASD strategies throughout the school

Actions to bring about improvement	Success Criteria	Assigned To	Current Position	Monitoring & Evaluation	Resources	Tasks
Standardised ASD packs distributed to all classes						
AAIS referrals for pupils needing support						
Receiver boards updated						
Teachers will provide pupils with appropriate visual supports						
New ASD classes appropriately structured						

Whole school training

Actions to bring about improvement	Success Criteria	Assigned To	Current Position	Monitoring & Evaluation	Resources	Tasks
Book training for all staff						

5-day TEACCH Training

Actions to bring about improvement	Success Criteria	Assigned To	Current Position	Monitoring & Evaluation	Resources	Tasks
Book Mrs Savage and Mr Reid on training						

Areas for Improvement:
None

Where are we now? (with reference to areas for improvement noted above):
SaLT staff are advising the Literacy team on Total Communication Pupils use and have access to Makaton, Boardmaker, Super Symbols and TOBIs. The Literacy team have identified communication issues to discuss with the whole staff

Objectives/targets to bring about improvement	Success Criteria	Actions to bring about improvement	Time/materials staff/costings	Current Position	Monitoring & Evaluation	Staff/lead Responsibility	Timescale / Resources
<p>Total Communication To develop a holistic approach to enhance communication approaches/systems for all pupils Current symbol system enhanced by addition of Matrix Maker Pilot a universal approach to labelling public areas in the school using pictorial and written methods</p>	<p>Pupils will benefit from a co-ordinated approach to communication All classes will have a master copy of symbols to ensure a consistent and standardised approach for all pupils Public areas of the school will be labelled to enhance pupils' understanding</p>	<p>Literacy team to pilot agreed communication system Master copy of symbol systems distributed to all classes Professional dialogue with teachers around total communication</p>	<p>Time for literacy team to meet Whole school resources to be created ICT/communication devices to be purchased - approximately £500</p>			<p>heather.rowe_53 16523</p>	<p>Term 2016/2017 to -1/0 Action Plan Dates Start Date: 7/8/2016 End Date: 7/8/2016</p>

Total Communication Actions

Total Communication

Actions to bring about improvement	Success Criteria	Assigned To	Current Position	Monitoring & Evaluation	Resources	Tasks
Master copy of symbol systems distributed to all classes						
Literacy team to pilot agreed communication system						
Professional dialogue with teachers around total communication						

Areas for Improvement:
None

Where are we now? (with reference to areas for improvement noted above):
Pupils have been completing accreditation in food service in the café in SWC on a Friday morning Pupils expressed a desire to start a café in school

Objectives/targets to bring about improvement	Success Criteria	Actions to bring about improvement	Time/materials staff/costings	Current Position	Monitoring & Evaluation	Staff/lead Responsibility	Timescale / Resources
Create a school cafe Senior pupils will set up and run a café for pupils and staff during the school day.	Senior pupils will use their food service skills to run the café	<p>Agree name and opening times for cafe</p> <p>Meet with pupils and staff from Classes S1 and T1</p> <p>Meet with school kitchen staff</p> <p>Official opening of cafe</p> <p>Pupils to complete food hygiene accreditation</p> <p>Purchase required equipment, furniture and uniforms</p>	Cooking utensils, furniture, uniforms and initial food costs - approximately £250			john.o'hare_5316523 catherine.savage_5316523 ruth.walker_5316523	<p>Term 2016/2017 to -1/0</p> <p>Action Plan Dates Start Date: 1/9/2016 End Date: 30/6/2017</p>
Pupil participation in target setting in middle school							<p>Term 2017/2018 to -1/0</p> <p>Action Plan Dates Start Date: 1/9/2017 End Date: 30/6/2018</p>
Pupil participation in assessment cycle							<p>Term 2018/2019 to -1/0</p> <p>Action Plan Dates Start Date: 3/9/2018 End Date: 28/6/2019</p>

Engaging Pupils in their Learning Actions

Create a school cafe

Actions to bring about improvement	Success Criteria	Assigned To	Current Position	Monitoring & Evaluation	Resources	Tasks
Official opening of cafe						
Purchase required equipment, furniture and uniforms						
Agree name and opening times for cafe						
Meet with pupils and staff from Classes S1 and T1						
Pupils to complete food hygiene accreditation						
Meet with school kitchen staff						

Areas for Improvement:
None

Where are we now? (with reference to areas for improvement noted above):

Principal and VP have completed coaching courses. Principal and VP have completed Influence mastery training with Paul Tracey and colleagues from 2 other schools

Objectives/targets to bring about improvement	Success Criteria	Actions to bring about improvement	Time/materials staff/costings	Current Position	Monitoring & Evaluation	Staff/lead Responsibility	Timescale / Resources
SLT Cluster with Leadership Coach SLT team to develop leadership skills working with SLTs from 2 other schools	SLTs will have improved their confidence in leadership skills resulting in improved management and leadership of whole school issues effecting pupils education	SLTs will work with Nichola Lynagh to develop leadership skills	Potential cost for substitute cover TBC			mary.jordan_531 6523	Term 2016/2017 to -1/0 Action Plan Dates Start Date: 1/9/2016 End Date: 30/6/2017
Develop leadership skills with Paul Tracey							Term 2017/2018 to -1/0 Action Plan Dates Start Date: 1/9/2017 End Date: 29/6/2018
Development of larger SLT							Term 2018/2019 to -1/0 Action Plan Dates Start Date: 4/9/2016 End Date: 4/9/2016

Development of SLT Actions

SLT Cluster with Leadership Coach

Actions to bring about improvement	Success Criteria	Assigned To	Current Position	Monitoring & Evaluation	Resources	Tasks
SLTs will work with Nichola Lynagh to develop leadership skills						

Areas for Improvement:

Where are we now? (with reference to areas for improvement noted above):

Objectives/targets to bring about improvement	Success Criteria	Actions to bring about improvement	Time/materials staff/costings	Current Position	Monitoring & Evaluation	Staff/lead Responsibility	Timescale / Resources
Medical Update Training							Term 2018/2019 to -1/0 Action Plan Dates Start Date: 4/9/2016 End Date: 4/9/2016

Medical Training Actions

Areas for Improvement:

Where are we now? (with reference to areas for improvement noted above):

Objectives/targets to bring about improvement	Success Criteria	Actions to bring about improvement	Time/materials staff/costings	Current Position	Monitoring & Evaluation	Staff/lead Responsibility	Timescale / Resources
Moving and Handling							Term 2017/2018 to -1/0 Action Plan Dates Start Date: 4/9/2016 End Date: 4/9/2016

Moving and Handling Actions

Areas for Improvement:
None

Where are we now? (with reference to areas for improvement noted above):
School leadership have concerns regarding staff attendance, sick leave and stress levels Ms Walker and Mrs Clarke have received First Aid for Mental Health Training

Objectives/targets to bring about improvement	Success Criteria	Actions to bring about improvement	Time/materials staff/costings	Current Position	Monitoring & Evaluation	Staff/lead Responsibility	Timescale / Resources
Staff Well-Being Staff well-being team to be created Mindfulness training to be provided for all staff	A staff well-being team will be in place to support staff in the effective delivery of education for all pupils Mindfulness training for all staff will help to reduce stress and anxiety in staff to support the effective delivery of education to all pupils	Book Joanne Loughrin for end of year meal 26 June 2017 Book training on Mindfulness for twilight on 21 November 2016 Create staff well-being team	Carecall cost TBC			ruth.walker_5316 523	Term 2016/2017 to -1/0 Action Plan Dates Start Date: 7/8/2016 End Date: 7/8/2016

Staff Health and Well-Being Actions

Staff Well-Being

Actions to bring about improvement	Success Criteria	Assigned To	Current Position	Monitoring & Evaluation	Resources	Tasks
Book training on Mindfulness for twilight on 21 November 2016						
Create staff well-being team						
Book Joanne Loughrin for end of year meal 26 June 2017						

Areas for Improvement:

Where are we now? (with reference to areas for improvement noted above):

Objectives/targets to bring about improvement	Success Criteria	Actions to bring about improvement	Time/materials staff/costings	Current Position	Monitoring & Evaluation	Staff/lead Responsibility	Timescale / Resources
Team Teach Training							Term 2017/2018 to -1/0 Action Plan Dates Start Date: 4/9/2016 End Date: 4/9/2016

Team Teach Actions

Areas for Improvement:

Where are we now? (with reference to areas for improvement noted above):

Objectives/targets to bring about improvement

Success Criteria

Actions to bring about improvement

Time/materials staff/costings

Current Position

Monitoring & Evaluation

Staff/lead Responsibility

Timescale / Resources

Areas for Improvement:

Where are we now? (with reference to areas for improvement noted above):

Objectives/targets to bring about improvement

Success Criteria

Actions to bring about improvement

Time/materials staff/costings

Current Position

Monitoring & Evaluation

Staff/lead Responsibility

Timescale / Resources

Areas for Improvement:

Where are we now? (with reference to areas for improvement noted above):

Objectives/targets to bring about improvement

Success Criteria

Actions to bring about improvement

Time/materials staff/costings

Current Position

Monitoring & Evaluation

Staff/lead Responsibility

Timescale / Resources

Areas for Improvement:
None

Where are we now? (with reference to areas for improvement noted above):
There is a link between pre-school and Windmill NS

Objectives/targets to bring about improvement	Success Criteria	Actions to bring about improvement	Time/materials staff/costings	Current Position	Monitoring & Evaluation	Staff/lead Responsibility	Timescale / Resources
Junior school link with Dungannon PS LSU Links to be established with LSU and junior school classes	Pupils from LSU to participate in activities with Junior School at least once a term Plan for activities in place	Agreed activity to take place Dungannon LSU to be invited to participate Junior school to agree a plan for the link Plan devised and agreed for ongoing link	To be agreed			julie.coert_53165 23	Term 2016/2017 to -1/0 Action Plan Dates Start Date: 1/9/2016 End Date: 30/6/2017
Develop policy for student placements							Term 2017/2018 to -1/0 Action Plan Dates Start Date: 1/9/2017 End Date: 29/6/2018
Middle Sch link with local PPS							Term 2018/2019 to -1/0 Action Plan Dates Start Date: 4/9/2016 End Date: 4/9/2016

Links Actions

Junior school link with Dungannon PS LSU

Actions to bring about improvement	Success Criteria	Assigned To	Current Position	Monitoring & Evaluation	Resources	Tasks
Junior school to agree a plan for the link						
Plan devised and agreed for ongoing link						
Dungannon LSU to be invited to participate						
Agreed activity to take place						

Areas for Improvement:

Where are we now? (with reference to areas for improvement noted above):

Objectives/targets to bring about improvement

Success Criteria

Actions to bring about improvement

Time/materials staff/costings

Current Position

Monitoring & Evaluation

Staff/lead Responsibility

Timescale / Resources

Areas for Improvement:

Where are we now? (with reference to areas for improvement noted above):

Objectives/targets to bring about improvement

Success Criteria

Actions to bring about improvement

Time/materials staff/costings

Current Position

Monitoring & Evaluation

Staff/lead Responsibility

Timescale / Resources