



SCHOOL DEVELOPMENT PLAN

September 2017– September 2019
Updated September 2018

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1. INTRODUCTION

Blanche Nevile School Development Plan has been formulated in the context of a number of key factors:

- School Vision and Aims
- Evaluation of progress in the School Development Plan for 2016 – present
- Consultation with all staff, governors and the Local Authority School Improvement Adviser
- Priorities for development identified through School Self Evaluation
- Merging of the SEF with the SDP to create one on-going school development working document
- The Ofsted Common Inspection Framework
- Evaluation of Blanche Nevile School’s Ofsted Inspection outcomes (November 2017)

The Plan is subdivided into the following areas specified in the Ofsted Framework:

- Effectiveness of leadership and management
- Quality of teaching, learning and assessment
- Personal development, behaviour and welfare
- Outcomes for children and learners

The plan is flexible to accommodate initiatives from the Department for Education (DfE) and the Local Authority (LA& Haringey Education Partnership (HEP)) and is a working document, reviewed once a term. An underpinning principle in the development and progression of the SDP is that pupils will be encouraged to develop their knowledge, skills and understanding to the best of their abilities.

Blanche Nevile School is committed to providing pupils with the best practices of a specialist school for Deaf children, using a bi-lingual approach of British Sign Language and English. In close partnership with Highgate Primary School and Fortismere, inclusion occurs with hearing peers, always supported by a Communication Support Worker or a member of staff from Blanche Nevile School.

2. SCHOOL VISION AND AIMS

Draft Vision for Blanche Nevile School

Our vision is to provide ‘The Best of Both Worlds;’ a fully bi-lingual; British Sign Language and standard English approach to learning where each pupil will have the opportunity to develop communication in his/her preferred mode. We believe a positive Deaf identity is fundamental to a pupil’s emotional resilience, social development and academic achievement.

Educational Health Care Plan (EHCP) outcomes are central to each teaching and learning activity. The EHCP outcomes are further enhanced by active participation in life skills across the local, wider and global communities. This engagement creates confident, Deaf role models on stable pathways to further education and adulthood.

We are passionate about preparing pupils to thrive in both Deaf and Hearing communities.

Aims

1. To provide pupils with a positive Deaf identity within a safe, stimulating, happy, secure, nurturing, healthy and clean environment from Early Years Foundation Stage to Year 11.
2. To ensure all members of the school community are Deaf aware.
3. To provide a bi-lingual approach using British Sign Language and spoken and written English.
4. To provide high quality teaching and learning that challenges each pupil to achieve his/her maximum potential within all areas of development.
5. To communicate with each pupil with respect and dignity; being challenging yet supportive.
6. To build on the strengths and support the needs of each individual pupil.
7. To offer a broad, balance and relevant curriculum based within Early Years Foundation Stage and the National Curriculum which is differentiated reflects a pupil’s Education Health and Care Plan outcomes and is personalised whenever possible.
8. To work in partnership with parents/carers.

9. To work in partnership with external agencies and multi-disciplinary teams.
10. To work in partnership with Highgate Primary School and Fortismere School.
11. To develop opportunities to maximise pupils' communication, emotional and physical health, emotional resilience, qualifications and independent life skills.
12. To prepare pupils for their post-16 destinations and 'Pathways to Adulthood' (SEND Code of Practice, 2014)
13. To promote pupils' abilities make independent decisions and exercise choice/personal preferences.
14. To promote equal opportunities and challenge stereotypical views of disability, race, class and gender and promote the rights and positive images of Deaf pupils.
15. To ensure all staff have access to Continuous Professional Development to develop high quality teaching and learning and enrichment opportunities for pupils.
16. To be resilient, reflective and solution focused thinking; celebrating successes and resolving problems effectively and efficiently.

3. SCHOOL CONTEXT

Blanche Nevile School is a specialist school for Deaf children aged 3-16. Attainment on entry is well below average, due to deafness and associated delay in language and communication development. 25% of pupils have a cochlear implant which gives them greater access to spoken language. The profile of the school is changing reflecting improved cochlear implant technology, and national trends in multiple special needs, and a significant number of pupils have needs in addition to their deafness, such as Autism, Visual Impairment and sensory, motor and physical needs.

The current roll is 56 pupils across the two departments, 27 in Primary and 29 in Secondary. Pupils currently attend the school from eleven different Local Authorities. The school's highest pupil intake is from Haringey Local Authority (23). Our intake is ethnically diverse and many families speak a language other than English at home. 65.2% of pupils have a first language other than English and 54% of pupils are eligible for Pupil Premium Grant.

On 28th November 2017, Ofsted inspected the school following a previous inspection in October 2012. Ofsted had the following key lines of enquiry for the inspection:

1. the impact of new leaders' actions, including governors,
2. pupils' outcomes in English, particularly in writing
3. how well the curriculum meets pupils' needs and prepares them for the next stage of their education.

Ofsted 2017 Next Steps

Ofsted 2017 identified the next steps for leaders and those responsible for governance to ensure that:

- the school has a consistent approach to assessment and that the new assessment procedures continue to strengthen pupils' outcomes.
- the role of middle leaders is further developed to maximise progress for all pupils.

a) EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT– Development priorities

PRIORITY	STRATEGIES	WHO?	Completion date/impact statement	MONITORING AND REVIEW	RAG Rating		
					Aut	Spr	Sum
VISION To share and practice high expectations	Staff training – code of conduct/professionalism focus (June 2017) INSET day – vision and celebrating successes workshops (Sep 2017) Maintain high standards – PM for all staff, Monitoring, Evaluation and Review (MER) cycle, CPD target setting, assessment schedule.	HT HT	All staff aware of expectations of selves and pupils. School community all share same vision and aims				
GOVERNING BODY To share Governing Body effectiveness and capacity and make transparent their impact on outcomes for pupils	Governors are involved in the life of the school and visit and attend school events. Allocate governors to priority areas (Autumn 2017) Continue to ensure self-evaluation and impact on outcomes for pupils is recorded in minutes of mtgs (Termly review) Continue to contribute pen portrait of all governors for website to share skill set and experience. (Autumn 2018)	HT, Govs	Terms of reference provide guidance for each Governing Body Committee. The Governing Body is involved in setting priorities and approving policies. It acts as a critical friend, both supporting and challenging the work of the school to raise standards in teaching and learning. New governors are invited to take advantage of the Local Authority(LA) induction training. Recent governor training has focussed on safeguarding, and roles and responsibilities of governors. Governors well informed and represented across the school and areas of development				
LEADERSHIP	Development of middle leaders	SLT					
FINANCIAL MANAGEMENT INCLUDING SFVS To ensure value for money and good practice and management in lean economic climate	To review new partnership joint protocol/financial agreements with mainstream schools, ensuring value for money, equitable splits (April 2018) To liaise with Local Authority and other Haringey special schools to review and set up top up costs for 2018/2019 (Autumn 2017-2018) To liaise with Local Authority and other Haringey special schools to review and set up top up costs for 2019/2020 (ongoing through year)	HT HT HT					

HEALTH AND SAFETY To ensure that the school is Health and Safety compliant as far as possible.	To audit health and safety with the Local Authority (January 2018) To action points raised in health and safety audit. (Spring Term 2, Summer Term 1 and Summer Term 2)	SLT	Health and Safety report demonstrates compliance within Local Authority guidance.				
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b) QUALITY OF TEACHING, LEARNING AND ASSESSMENT – School Development Priorities

PRIORITY	STEPS	WHO?	Completion date/impact statement	MONITORING AND REVIEW	RAG Rating		
					Aut	Spr	Sum
CURRICULUM To continue to review and further develop the curriculum to meet pupils' needs	<p>Communication, Language and Literacy, ICT-develop action plan for developing curriculum, link to communication and access (Autumn 2017)</p> <p>PSHE – To develop action plan for further PSHE curriculum development, annual update of e-safety policy, independent living skills, ensure tolerance, respect – British values integrated in programme (Summer 2018)</p> <p>Focus on Mathematics – teaching and learning, sharing best practice, strategies</p> <p>Other areas – working parties to continue to update rationale, curriculum offer, policy and resources</p>	SLT	<p>On-going</p> <p>All pupils have access to a stimulating, creative curriculum, develop their confidence and skills. Teaching practice shared/ strengthened.</p>	Spring Term 2 – FGB HT Report			
BI-LINGUAL PRACTICE	<p>Staff follow the 'pupil communication mode list'</p> <p>In small group listening work, staff are using advanced models of spoken English</p> <p>Some pupils given the opportunity to practise listening only (without SSE or BSL).</p> <p>In small group BSL work, good or advanced models of BSL are used.</p> <p>Small group reading in BSL.</p> <p>Small group reading in spoken English.</p> <p>BSL lessons are delivered in sign only.</p>	LLC Group All staff	<p>Evidence of pupils being offered the opportunity to experience other means of sign expression, e.g. Visual Vernacular.</p>	HTs Report Termly			

<p>GOOD TO OUTSTANDING To build on 100% good or better and continue to improve amount of outstanding teaching over time</p>	<p>Monitoring pupil trails, observations, planning, pupil work scrutiny and build in reflection, sharing of best practice</p> <p>Staff CPD – ensure all staff have a comprehensive training package to enable them to provide best possible support to meet pupil needs.</p> <p>Embed clear roles & responsibilities, communication of staff team</p>	<p>SLT</p>	<p>Best practice is shared, teachers are reflective about and improve their practice. Pupils enjoy learning, make good or better progress.</p>	<p>HT report to governors Autumn 2</p>	<p style="background-color: red;"></p>	<p style="background-color: red;"></p>	<p style="background-color: red;"></p>
<p>PARENT PARTNERSHIP To continue to develop parent engagement and involvement</p>	<p>Build on parent groups currently offered.</p> <p>Annual Parent questionnaire -complete, analyse, share with staff, governors, parents Summer 2018 (Vibe report)</p>	<p>HT SLT</p>	<p>Improved parental engagement and participation to help them support their children, inform them of developments</p> <p>Termly update</p> <p>Questionnaire July 2018</p>	<p>Safeguarding Committee termly</p>	<p style="background-color: yellow;"></p>	<p style="background-color: yellow;"></p>	<p style="background-color: yellow;"></p>

c) PERSONAL DEVELOPMENT, BEHAVIOUR AND WELLBEING– Development priorities

PRIORITY	STEPS	WHO?	Completion date/impact statement	MONITORING AND REVIEW	RAG Rating		
					Aut	Spr	Sum
PUPILS WELLBEING INCLUDING PUPIL VOICE AND BEHAVIOUR FOR LEARNING	Continue to use Deaf Hope, RAD, NSPCC etc to support the development of pupils Deaf Identity, confidence, self awareness and well being, as well as to build on the curriculum.	SLT	On-going	HT report termly			
	Explore the possibility of individual pupils and their families accessing therapeutic support paid for by families, held on school site.	HT	On-going				
	Continue partnership with Deaf CAMHS to include assessments/meetings on school site.	SLT	On-going				
	After school clubs (Secondary) – development of offer to include yoga in addition to music and football which is offered (September 2017)	HT	On-going				
	Attendance – Liaise with EWO on improving attendance for pupils with emotional needs. (Autumn Term 2017) Review systems for monitoring absences (January 2018).	HT	On-going				
	Pupil Voice Continue to have the development of pupils’ preferred modes of communication as a priority.	SLT	On-going				
	Continue with the school council to engage pupils in the process of decision making and contributing to priorities for the school. Discuss key issues and listen to pupils’ views	LD LD	On-going Pupils will continue to have opportunities to develop their views and ideas, have an opportunity to discuss and influence key aspects of school experience.				

d) OUTCOMES FOR CHILDREN AND LEARNERS – Development priorities

PRIORITY	STEPS	WHO?	Completion date/impact statement	MONITORING AND REVIEW	RAG Rating		
					Aut	Spr	Sum
RAISING STANDARDS To monitor to ensure continued raised standards in teaching and learning and pupil achievement.	Evaluation and review of planning, assessment, scrutiny of work: Autumn term 2017 and Spring Terms 2018	SLT Teachers Senior CSW	Schedule across the year Staff will receive feedback and implement action points, enter into professional dialogue on strengths and action points to take action.	Termly HT reports for FGB.	Yellow	Yellow	Yellow
	Continue to develop range of recording of pupil work across school.				Yellow	Yellow	Green
	Observation schedule of teaching: Autumn Teacher obs, Spring Term Support Staff Appraisal Summer Term teacher obs linked to Performance Management				Red	Red	Yellow
ALL PUPILS To ensure robust assessment systems further inform teaching so all groups of pupils make accelerated progress, especially most able in each group.	Ensure all pupils are categorised appropriately for SIMS and PLASC	SLT	Tracking of progress for those pupils working within NC levels is moderated, evidenced and compared to pupils with similar needs		Red	Yellow	Yellow
	Moderate on similar levels of need - link with other schools	Teachers			Red	Yellow	Yellow

Maintenance Priorities

EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT – Maintenance Priorities

PRIORITY	STRATEGIES	OUTCOME	MONITORING AND REVIEW
PERFORMANCEMANAGEMENT To manage and deliver Performance Management Cycle linked to CPD, SDP as part of continual school improvement	<ul style="list-style-type: none"> - SLT plan PM process;initial meetings, set new targets, - Plan CPD programme to address schooldevelopment priorities - Hold interim progress meetings - Classroom observations and professional dialogue, Review targets 	Individuals’ professional practice and school improvement strengthened. Individuals engaged in their own development.	Pay committee - Autumn term HT Report for FGB Autumn Term 2
FINANCE To embed finance systems ensuring value for money/ deployment of resources	<ul style="list-style-type: none"> - Set and monitor budget, linked to SDP priorities - Regularly review staff deployment - Review pupil premium spend and plan for new pupil premium - Review sports premium spend and plan for new sports premium - Complete SFVS annual audit - Schools in Financial Difficulty application submitted. - Licensed Deficit Plan submitted to Haringey Local Authority 	Systems are in place, regular monitoring ensures value for money. SFVS audit completed annually. Schools in Financial Difficulty payment awarded by Haringey Local Authority. Licensed Deficit agreed by Haringey Local Authority.	HT reporting to Resources Committee
CPD To embed high quality, relevant CPD for all staff linked to school development priorities to ensure the best outcomes for all learners and school based professionals	<ul style="list-style-type: none"> - Develop induction process for new staff - Ensure school vision and aims are embedded/ implemented across school - Embed whole school joint training forINSET days - Develop spreadsheet to providecomprehensive record of training or use Genie Suite 	Pupils are well taught and supported. Majority of pupils achieve outcomes.	HT Report to FGB Spring 2
TRANSITION To ensure pupils transitioning from primary to secondary have a secure and smooth transition	<ul style="list-style-type: none"> - Year 5 children and their parents/carers to visit the Secondary Department in the Summer Term before pupils enter Year 6. - Year 5 annual reviews held during Summer Term 2 so Local Authorities know parents/carers and pupils preference for Blanche Nevile School (Secondary) - SLT to work at Primary at specific times to facilitate transition to Secondary for pupils in Year 6. - Spring Terms 1 and 2 – Year 6 pupils to use Home Cookery facilities at Secondary and attend Deaf Role Models Day. - Summer Term 2 - meetings with Year 6 Class Team, Specialist Speech and Language Therapists and Year 7 tutors for handover information/records. - Year 6 pupils to spend the first Wednesday in July at Secondary for High School Day to familiarise themselves with the Secondary Department and staff at Secondary. - Monitor the transfer of documentation including Child Protection with due regard to GDPR guidance. 	Effective and smooth transition for all Year 6 pupils; familiar with routines, prepared for September.	HT report to FGB: Summer Term 2.
PARTNERSHIPS To build on partnership with both mainstream schools regarding Deaf awareness and Deaf identity	<ul style="list-style-type: none"> - Review of inclusion practice to reflect the changing needs of pupils - Review of financial agreements and plan new partnership agreements collaboratively - Continue Deaf awareness sessions - Develop school council representatives on partner school councils 	Provision for pupils is Deaf aware, varied and flexible to meet individual needs.	HT report to FGB Termly
HEALTH AND SAFETY To maintain and develop Health and Safety policy into practice.	<ul style="list-style-type: none"> - Regularly review Health and Safety policy and practice - Liaise with partnership schools re sharing of information etc - Share information with governors. 	Updated policy, distributed and operative, ratified by governors, Local Authority compliant.	Resources Committee

<p>SAFEGUARDING To continue to ensure high level of safeguarding practices across the school</p>	<ul style="list-style-type: none"> - Annual review of safeguarding policy and practice. - Keeping Children Safe in Education document – key sections read by all staff with signatures to confirm. - PREVENT training for all staff. - PREVENT training offered to all Governors. - PREVENT/ British values to be shared with staff, governors. - Safeguarding Policy updated. - Child Protection Policy updated. - All Safeguarding Policies updated within each academic year. - Ensure curriculum, website and school based workshopsetc reflects British Values, PREVENT strategy, E-Safety, Sexting, Cyber-Bullying, CSE and FGM. - HT to attend Level 4/5 training. - Level 4 training to be provided for 8 members of staff across both Primary and Secondary. - Level 3 online training costs to be researched. - HT to attend Disabled Children’s Policy/Practice Review group. 	<p>Policy and practice reflect new statutory duty. Keeping Children Safe in Education document – key sections read by all staff with signatures to confirm (September 2018). PREVENT training attended by all staff. PREVENT training attended by members of the Governing Body. CSE training completed by all staff. HT certificate of attendance for safeguarding training. 8 members of staff – certificates of attendance for safeguarding training.</p>	<p>Safeguarding Committee – termly. HT Report to FGB: Termly.</p>
<p>STAFF HANDBOOKTo ensure consistency in practice, including induction of new staff</p>	<ul style="list-style-type: none"> - Update and add to handbook to ensure all staff are aware of procedures and policies - Update shared CPD/ INSET days, meetings 	<p>All staff aware of procedures/ policies. All staff with electronic access to staff handbook.</p>	<p>SLT HT Report to FGB: Autumn Term 1.</p>
<p>LEGISLATION To keep up to date with Local Authority initiatives and Government legislation and ensure compliance</p>	<ul style="list-style-type: none"> - Follow SEND code of practice 2014. - Ensure website is up to date, - Review all policies annually. - Regularly update and add to website, ensuring statutory requirements met and information is easily accessible and available. 	<p>Fully compliant with statutory requirements.</p>	<p>HT Report to FGB: Termly.</p>
<p>PROFILE OF SCHOOL To develop further the profile of the school in the wider community.</p>	<ul style="list-style-type: none"> - Continue to work within Local Authority Network Learning Community - Develop use of school website to communicate with parents - Ensure all Blanche Nevile School profile is up to date on the Local Authority website - Update school website with current photographs, prose, BSL, spoken English with subtitles - Maintain links with RAD, NSPCC, Deaf Hope, Remark, British Red Cross, Action for Kids, KAOS, Tottenham Foundation, etc. - Develop links with researchers to be involved in research projects nationally 	<p>Blanche Nevile School recorded in publications. Blanche Nevile School website updated. Increased use of Twitter for Blanche Nevile School Advertise the school in NatSip</p>	<p>HT Report to FGB: Termly.</p>

QUALITY OF TEACHING, LEARNING AND ASSESSMENT – Maintenance Priorities

PRIORITY	STRATEGIES	OUTCOME	MONITORING AND REVIEW
<p>INCLUSION To continue to develop partnership work with Highgate Primary School and Fortismere to enable effective inclusion opportunities for all pupils</p>	<ul style="list-style-type: none"> - Review current partnership practices and arrangements with Highgate Primary School and Fortismere - Key staff developing partnership strategies - Regular meetings between all key staff with partnership staff - Continue Inclusion projects on all sites - Inclusion opportunities include pupils from Blanche Nevile School going to Highgate Primary School/Fortismere and vice versa. 	<p>Provision for pupils is differentiated and personalised to meet their needs. Pupils from Blanche Nevile School (BNS) experience high quality inclusion, supported by a member of staff from BNS – in Autumn 2018 a highly praised inclusive assembly at the start of the year. BNS and HPS pupils worked jointly on an Art project focusing on a Deaf Artist.</p>	<p>HT report - termly</p>
<p>GLOBAL PARTNERSHIPS To further develop links with other schools globally.</p>	<ul style="list-style-type: none"> - Continue work with other Special Schools on relevant themes through Special Heads network - Continue to develop links with other Deaf schools globally. 	<p>Liaison with global colleagues to develop BNS' profile globally and create a wider perspective of special education.</p>	<p>HT Report - Summer 2</p>
<p>ASSESSMENT: TRACKING AND ANALYSIS To continue to track children's progress against national data, including use of B'Squared and BNS stages in order to support the analysis and use of data to inform teaching and learning.</p>	<ul style="list-style-type: none"> - Update tracking database with end of year levels for each child. (June) - Ensure end of year data is compared with national data and used to inform new Teachers on where each child has made progress and next steps. (September) - Analyse data and identify achievement levels in comparison to national data - Assessments, EHCP Outcome summaries, Annual Reviews feeding into future planning 	<p>Teachers aware of the needs of each child and relevant issues are taken into account when planning and teaching. SLT, Class Teachers and Subject Tutors are aware of levels and identified action shared.</p>	<p>Data report - Full Governing Bodymeeting: Autumn 1</p>

PERSONAL DEVELOPMENT, BEHAVIOUR AND WELLBEING – Maintenance Priorities

PRIORITY	STRATEGIES	OUTCOME	MONITORING AND REVIEW
ATTENDANCE To continue to monitor and support regular attendance	<ul style="list-style-type: none"> - Regular meetings with Education Welfare Officer when required - Regular liaison with parents and home visits where necessary 	Pupils continue to attend school	HT report termly
SAFEGUARDING To ensure continuing robust and rigorous practice in safeguarding pupils.	<ul style="list-style-type: none"> - Review of policy, procedures and training. SCR, E-safety policy updated regularly - DSL statutory training, Induction of new staff ,Update staff training annually, Safe Recruitment practice and training, CRB/DBS cycle of renewal (every 3 yrs) including governors, Annual meeting with Lead Governor, termly SCR review, Continue MDT Safeguarding meetings fortnightly with SALT, Safeguarding Team, HSLOs, DSL, Social Worker. 	Maintained existing robust and rigorous safeguarding practice.	Safeguarding Committee Termly HT report - Full Governing Body meeting.
INDEPENDENCE To develop pupils' understanding of the world, and skills for independent living	<ul style="list-style-type: none"> - Real life experiences - local trips - Continue to develop independent travel where appropriate - Review and share best practice across the school 	Pupils regularly experience new environments and develop independence	HT report – Summer Term
UNDERSTANDING DEAF IDENTITY AND DEAF AWARENESS To continue to support and develop pupils' understanding of being Deaf.	<ul style="list-style-type: none"> - Share best practice across school - Encourage parents and carers to attend the free BSL classes offered at BNS - Build on good practice e.g. Deaf awareness in partnership schools 	Pupils develop understanding of their Deaf identity. Wider community has greater understanding of Deaf identity and Deaf awareness.	Safeguarding Committee - Spring
BEHAVIOUR SUPPORT To review and further develop effective strategies in supporting pupils with emotional and social difficulties	<ul style="list-style-type: none"> - Ensure consistency in use of strategies, linked to staff structure. - Develop individual risk assessments. - Solution focused discussions at MDT. - Advice from Educational Psychology service, Deaf CAMHS, etc as appropriate - Home School Liaison support for children and families. 	Strategies and practice consistent and established, Evident in reduction of behaviour incidents.	Safeguarding Committee – Summer Term

OUTCOMES FOR CHILDREN AND LEARNERS – Maintenance Priorities

PRIORITY	STRATEGIES	OUTCOME	MONITORING AND REVIEW
CLASS TEAM APPROACH (Primary) To continue to ensure continuity and clear shared aims in class teams	<ul style="list-style-type: none"> - Regular meetings for all staff - Sharing of plans, assessment data, targets etc. - Support staff involved in planning and evaluations 	All staff in class teams are aware of learning objectives and working towards same goals.	Full Governing Body meeting Autumn Term 2
INFORMED USE OF ASSESSMENT To ensure teachers are informed and supported to meet pupil achievement targets	<ul style="list-style-type: none"> - Embed assessment and tracking schedule to include: - Baselines of pupils in Year 1, Year 7 and any new pupils to the school - Pupil progress meetings, tracking pupils each term to see if are on target, strategies needed - Termly submission of levels: end of November, end of March and end of June - updates on B-Squared data, moderation of levels, end of year levels - Class analysis to teachers - Outcomes embedded into future planning 	All teachers have a firm understanding of their pupils' achievement and how they are going to meet their targets	
MULTIDISCIPLINARY TEAM WORK To monitor practice of Multi-Disciplinary Team model.	<ul style="list-style-type: none"> - Embed TAC/TAF meeting - SLT/OT/PT/ - regular update meetings re priorities, timetables, individual pupils 	Practice is cohesive and involves all professionals working with child	Safeguarding Committee

Ofsted Inspection 2017



On 28th November 2017, Ofsted inspected the school following a previous inspection in October 2010. Ofsted 2017 judged that *'This school continues to be GOOD'*.