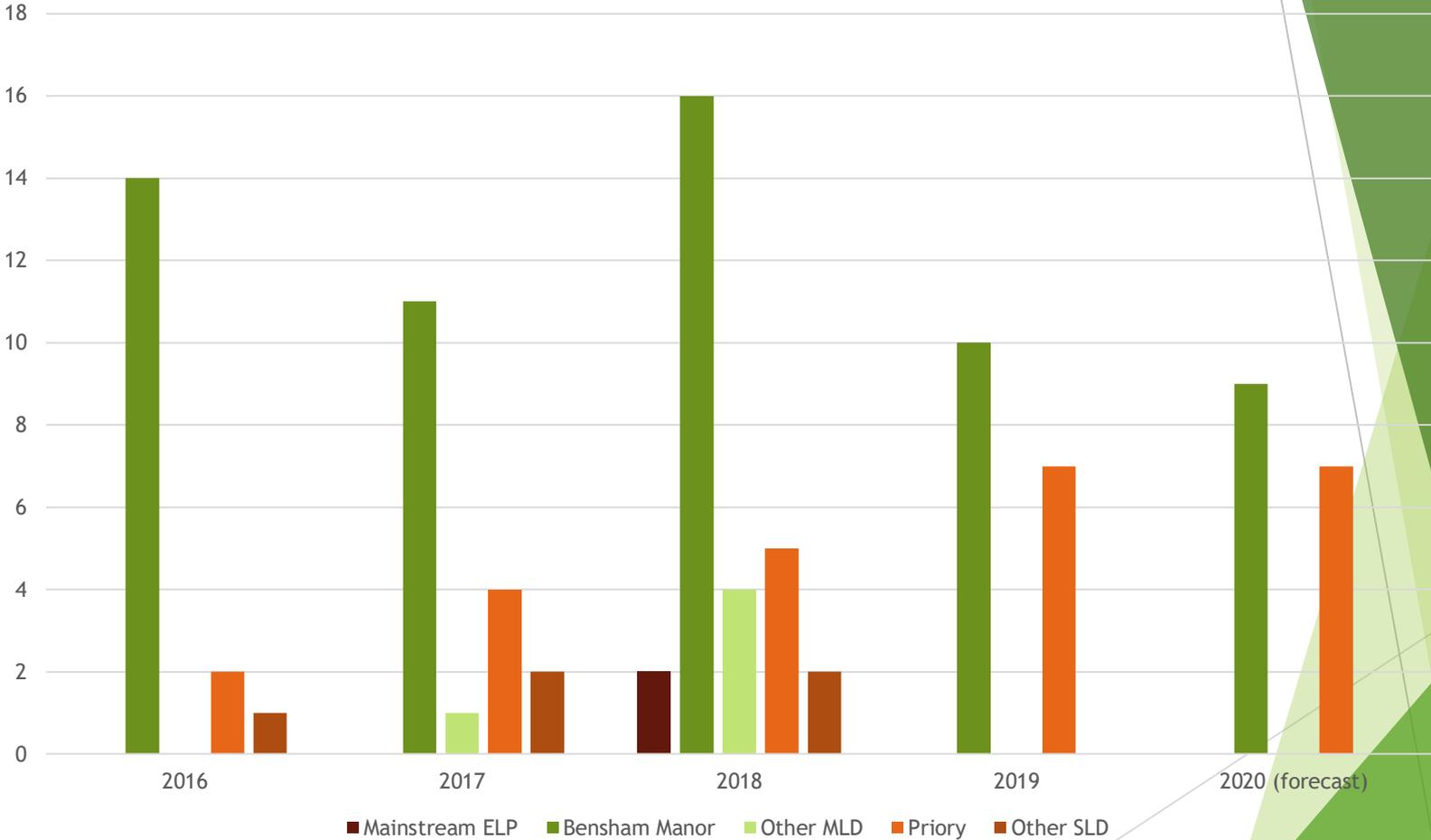




‘Learning Together’

School Improvement Plan Priorities 2019- 2021

Driver for Change: Year 6 leavers by destination - St Nicholas



Develop a staffing structure for the expanded provision at St Nicholas

- ▶ Plan increase in teaching staff
- ▶ Plan increase in support staff
- ▶ Plan increase in admin Team
- ▶ Restructure Senior and Middle Leadership Role of HLTAs / Level 3 TAs
- ▶ Training for staff focused around increasing SLD population
- ▶ Set up new classes at Canterbury Road 2019

Transition into new school

- Plan closure for physical move in April 2020 and September 2020
- Reorganise break and lunch time arrangements during transition period April 2020 - Nov 2020
- Agree temporary drop off and entry /exit procedures for new building
- Arrange transition activities with pupils to familiarise with new building
- Agree transitional parking arrangements with Croydon during this period
- Plan Canterbury Road phased move in September 201
- More tailored classroom provision: develop more specialist group/ pathways approach

Article 23: 'Children who are disabled have a right to special care and education so they can lead full and independent lives'



Curriculum Development

- ▶ Develop a curriculum that better meets the needs of the changing population
- ▶ Review T&L policy to be clear about curriculum intent
- ▶ Ensure the school can demonstrate appropriate depth and breadth in the curriculum
- ▶ Build on existing strengths
- ▶ Map the cross curricular themes
- ▶ Develop the role of curriculum co-ordinators so they have more ownership of their subject areas
- ▶ Implement the new assessment booklets for Personal and Social, and skills development
- ▶ Use of sensory/ soft play/ LRC / Outdoor Learning areas in new school
- ▶ Explore the delivery model and funding arrangements for the Nursery Development

Therapy provision

- ▶ Review working arrangements with SALT team to ensure more direct involvement in class
- ▶ Carry out a feasibility study and plan for direct SALT provision
- ▶ Develop more effective link with CAMHs to ensure mental health needs can be met
- ▶ Increase parental support for larger population
- ▶ Review effectiveness of OT and investigate other models of provision
- ▶ Plan training of staff to utilise increased resources in new building

Improve provision for improving the welfare of the school community

- ▶ Introduce elements of curriculum that support children's emotional resilience.
- ▶ Develop the support available for parents through continued development of parent coffee mornings
- ▶ Increase the time for dedicated key worker in home school liaison
- ▶ Develop the welfare provision for staff through training of Mental Health First Aiders
- ▶ Implement a strategy for children, staff and pupils to improve their mental health and resilience