

**Brantridge School
Staplefield Place
Staplefield
West Sussex
RH17 6EQ
Tel: 01444 400228 Fax: 01444 401083
www.brantridge-school.co.uk**

“Individual Solutions for Special Individuals.”

**Headteacher: Mrs T. Blythe
Chair of Governing Body: Mr. L. Richards**

THE SCHOOL

Brantridge School is a residential establishment, catering for primary age children, all of whom have statements of Special Educational Needs, having been assessed with Social Communication Difficulties (SCD) or Behavioural Emotional and Social Difficulties (BESD), including those children on the Autistic Spectrum (ASD), those with Asperger’s Syndrome and Specific Learning Difficulties, and those with a diagnosis of ADHD. Most pupils have also exhibited challenging behaviour in their previous schools.

The school is a Non-Maintained Special School, part of the Grafham Grange Special Education Trust Ltd., a registered charity. It caters for up to 36 boys aged from 6 to 13 years (National Curriculum Year 2 to Year 8) from Local Education Authorities throughout London and the South East.

Brantridge has an established reputation for helping the under-achieving and unhappy pupil, and for providing good value for money. It is an essential and regional resource for primary aged boys whose overall development is hindered by educational, social, emotional and other, related, factors.

LOCATION

The school occupies an impressive set of buildings, built in the English Country House tradition, set in the Sussex Weald, an area of outstanding natural beauty, between the towns of Crawley and Haywards Heath. Brighton and the Sussex Downs are close by. Brantridge is well placed to draw upon a wide range of leisure, recreational and educational facilities, which are either local or within easy travelling distance between the Sussex Coast and London.

ACCESS

Brantridge School is 35 miles from central London, with excellent access to the nearby M23 / M25 motorways. It is often quicker to reach Brantridge than to travel across London. Trains from London leave London Bridge (45 minutes) and Victoria (50 minutes), passing through Clapham Junction and East Croydon. The nearest station is Balcombe (3 miles). Visitors arriving by train are met and driven to school by a member of staff.

AIMS AND ETHOS

The main aim of the school is to help each pupil fulfil his potential in the hope that he can return to either a day special or mainstream school.

The objectives in fulfilling this aim relate to the individual needs of the pupil and are met within an educational and caring framework.

The school seeks to promote high personal standards of work and behaviour. Emphasis is placed on improving each pupil's self-esteem, self-image and level of confidence.

The staff work hard to provide a stimulating and structured learning environment in order to achieve high standards. Nevertheless, due recognition is given to the individual personality, development and experiences of the child, in order that expectations are realistic and achievable.

The school places a high value on the importance of working closely with the family, referring authority and other agencies, to ensure that each pupil develops his true potential.

The school's ethos incorporates principles of structure, continuity and security within which the pupil will be able to maximise his personal, social and educational development.

We recognise the importance of motivating the individual to value academic success and to feel positive about relationships. To this end the school uses an inclusive approach with an emphasis on educational strategies as well as supportive therapies. The school draws upon psychological, psychodynamic and behaviourist models in order to provide a stable framework within which personal growth is achieved.

The main philosophy is based on an understanding of humanistic approaches to psychology, with an emphasis on improving self-esteem.

PREMISES AND FACILITIES

a) Outdoor

The site benefits from a rural location and has extensive facilities within the grounds. These include:

- Areas of lawn for team games such as rounders, softball, and other games.
- Areas of mixed shrubbery and lawn for free play.
- A hard play surface for ball games, skateboards, scooters, etc.
- An all-weather sports pitch for 5-a-side football and hockey.
- A variety of adventure trail equipment.
- Nature study areas, including a nature trail.
- A flourishing garden and allotment plot.

PREMISES AND FACILITIES (continued)

b) Indoor

There are 4 general purpose classrooms in the main building. Each classroom has at least two computers; these are linked to a central server. In addition the school has recently built up-to-date specialist facilities for Information Technology and Design and Technology. The teaching accommodation allows all subjects of the National Curriculum to be taught to lower secondary level (Key Stage 3). A new classroom block contains additional classroom space and specialist facilities for Science and Food Technology. This is the Key Stage 3 curriculum centre.

The school has recently upgraded the facilities for therapy provision. We are now able to offer play, music and drama therapies in addition to our existing provision of Art Psychotherapy. Speech and Language therapy is available to all pupils according to need.

Play and recreation facilities are good. There is a multi-purpose assembly hall and gym, which is also used for table tennis, badminton and short tennis. There is an open-plan library, with space for quiet study.

c) Residential Provision:

There are a total of 10 bedrooms, arranged in 3 residential areas, according to the age and maturity of the pupils. Each area has its own washing, bathing and toilet facilities, as well as a lounge for play and social use.

The accommodation is continually evaluated to ensure that it meets Care Standards, and the School Improvement Plan always includes provision for further improvements. Each of the 3 areas has a room for sleeping-in staff, and there is waking night cover.

The school has its own catering, laundry and sewing facilities. There is a small medical room for the storage and administration of routine medication. Full NHS facilities are accessed via the school's allocated general practitioner.

d) Local amenities:

There are 3 large leisure centres within the locality, all of which have swimming pools. All pupils are taught to swim and have opportunities for leisure swimming. There are a number of adventure playgrounds, outdoor pursuits centres, farms, golf courses and other leisure facilities within easy reach of the school.

The school is developing closer links with the local community, through organised pursuits such as cubs or scouts and sports and athletics groups. Opportunities for arrangements to share facilities with other schools are being explored.

CURRICULUM

The aims of the school include giving all pupils their full entitlement to the National Curriculum. All subjects are covered, including the non-statutory components. This ensures, amongst other things, that most pupils are able to be considered for re-integration into mainstream when it is time for them to leave Brantridge.

Particular emphasis is placed upon literacy and numeracy, because pupils often come with deficits in these areas. The National Literacy Strategy and the National Numeracy Strategy are key components in the school's programme of remediation in basic subjects.

Science and Information and Communication Technology are areas of the curriculum which have emerged as strengths for our pupils. The school's statutory assessment results at 11 (end of Key Stage 2) over the last few years have shown good results in Science, compared with pupils nationally. Pupils often leave Brantridge with ICT skills which are in advance of their peers in other schools.

The majority of foundation subjects are taught as separate items on the timetable, but there is scope for topic-based approaches, especially for the youngest pupils. Creativity is positively fostered, and the school is justifiably proud of the quality of the pupils' art work, on display throughout the school.

All pupils have an Individual Education Plan, which addresses targets set for them at the Annual Reviews. This is linked to an Individual Care Plan, which focuses more on their social development.

Religious education is taught, on a non-denominational basis, ensuring that all pupils are aware of the multi-cultural and multi-faith society in which we live. The school has no affiliation to any religious denomination or religion, and parents have the right to withdraw their child from the RE lessons and from the school's very simple daily act of collective worship if they so wish. Alternative provision will be made if necessary.

Sex education is taught in accordance with the National Curriculum guidelines for Science, and is modified to take account of the age and maturity of the pupils. In addition, within Personal, Social and Health Education (PSHE) there are elements of sex and relationship education. Parents have the right to withdraw their children from the latter, if they so wish.

The curriculum is extended into a wide variety of play and leisure activities. The majority of these are available in the evenings and at weekends, but there are timetabled opportunities for outdoor pursuits, drama and dance. "Out of school" activities include; cycling, horse-riding, golf, canoeing and camping. The curriculum is constantly being evaluated in terms of its breadth and range. Every effort is made to ensure that it is relevant, stimulating and balanced. Good use is made of visits to museums, theatres, outdoor activity centres, etc.

STAFFING

The school's ethos is truly multi-disciplinary, with each person contributing to the quality of life, education and care experienced by the pupils. The team approach extends from the education staff, through care staff to all the domestic and maintenance staff. As far as is possible, every member of staff knows the boys individually and all feel they have a contribution to make.

For 36 pupils, the school has 9 teaching staff and 7.6 (full time equivalent) learning support assistants. Class sizes vary according to the subject, age and learning needs of the pupils but currently no class is larger than 8.

The school has 12.8 members of care staff, organised into 3 teams with a Head of Care. Each team has a group leader who forms part of the wider management structure of the school. The Senior Management Team is currently made up of Headteacher, Deputy Headteacher and Head of Care.

All teachers, learning assistants and care workers participate in the school's in-service training, which balances the needs of curriculum knowledge and skills with training in health and safety and care-related skills. This includes essential skills for dealing with disturbed pupils.

A variety of visiting professionals provide advice and support to staff, families and pupils. They include; a Consultant Family Caseworker, an Integrative Arts Psychotherapist, an Art Psychotherapist, a Speech and Language Therapist, Educational Psychologists (usually provided by the referring LEA) and advisors on curriculum and management.

There is a School Nurse, and NHS medical services are accessed through the local G.P. practice. All new pupils are registered with the practice and receive a medical. Pupils on medication can be monitored by the school's G.P., or via their own consultant. Referrals can be made to the therapists as required.

GOVERNORS

The governing body meets at least once per term and is composed mainly of local people with a real interest in pupils with special educational needs, together with elected staff representatives and 2 parent governors. Their role is varied and each governor is allocated, according to their expertise, to at least one of four committees; (a) finance, (b) health and safety, (c) curriculum, and (d) residential provision. Each committee meets at least once per term, and reports in writing to the full meetings of the governing body.

Governors visit on a rota basis in order to evaluate the work of the school and to familiarise themselves with various aspects of the curriculum and residential provision. The annual governors' report to parents is distributed in the Summer Term.

INSPECTIONS

The school is subject to inspection by the Office for Standards in Education (OFSTED) and was inspected in October 1997, again in October 2002 and most recently in May 2007. In the most recent inspection, the school was judged to be, *'Largely successful in achieving its aims to which the very good residential provision makes a substantial contribution'*.

The following aspects of the school were selected as being particularly good:

- *The pupils' personal development is good. The staff work hard and successfully in establishing relationships with pupils. Pupils respond positively, growing in confidence and maturity and enjoying their learning.*
- *Teachers are knowledgeable about their subjects and the curriculum is a good mix of learning opportunities that reflect the needs of all learners.*
- *Pupils' welfare and well-being are always at the fore and the school has good procedures for safeguarding them at all times.*
- *Key personnel have a clear understanding of the school's strengths and weaknesses and are suitably focussed on pupil achievement.*

Areas for improvement and development highlighted by the recent OFSTED inspection form part of the 2007-2008 School Improvement Plan (S.I.P). A summary of the S.I.P is in Appendix 9. The full text of the OFSTED report is available from the school or the OFSTED website.

The school has also been subject to annual inspections under the National Minimum Standards for Residential Special Schools (Care Standards Act 2000) now amalgamated with OFSTED. We had our fifth inspection under this framework in November 2006. Under the heading of "What the school does well", the inspectors highlighted the following as some of the School's strengths:

- *The pupils said they were 'very well looked after, and could always ask for help.'*
- *Good relationships between staff and pupils*
- *The school kept clear records and maintained safety for pupils.*
- *Brantridge offers lots of very good activities and opportunities.*
- *The residential landings were 'very nice'.*

Areas for improvement and development highlighted by the last CSCI inspection form part of the School Improvement Plan (S.I.P) and the post CSCI action plan.

A copy of the full report is available from the school, or on the internet (www.csci.org.uk) and the resulting action plan is available on request.

Brantridge School is committed to providing a high standard of education and welfare and fully embraces the need for a national inspection regime to ensure that high standards are maintained. We welcome visits from LEA inspectors and education officers, and we are always ready to listen to suggestions from parents, carers, social workers and other professionals about how we can improve the quality of our service.

ADMISSIONS POLICY

The following is a summary of the Admissions Policy for Brantridge School, for the guidance of parents, LEA officers, teachers and social workers.

Criteria for referral:

1. Full Statement of Special Educational Needs, although draft statements are acceptable.
2. Aged between 6 years old and 11 years old, National Curriculum Y2 to Y6. (Although pupils can stay on until the end of Y8)
3. Academically underachieving, but with potential to make progress in the right environment.
4. Social Communication Difficulties causing difficulties in social interaction and affecting educational progress. This will usually be associated with poor self-esteem, lack of confidence, and emotional and behavioural difficulties.
5. Diagnosed conditions and learning difficulties such as Autistic Spectrum Disorder (ASD), Asperger's Syndrome or Specific Learning Difficulties (dyslexia),
6. An established "home" base, which may be the family home, or a stable foster placement, as a basis for home-school liaison work. In exceptional circumstances, pupils placed in residential care may be considered.
7. Within reasonable travelling distance of Brantridge School (i.e. London and "home counties")

Additional criteria:

8. Diagnosis of Attention Deficit/Hyperactivity Disorder (AD/HD), with or without medication.
9. Additional investigation in respect of neurological, psychological or psychiatric factors.

It should be noted that the school does not currently offer assessment placements or trial periods. Short-term placements will be considered on their merits.

Admission Process:

- A. Statement and associated paperwork sent out by LEA – direct to school.
- B. Consideration of papers by Senior Management Team.
- C. (Occasionally) request for additional information, diagnosis etc.
- D. Informal visit (parents only)
- E. Formal "interview" at school (pupil and parents / carers).
- F. Admission date agreed and notified to LEA

Under normal circumstances, each stage in the admission process will take no longer than 1 week. The "interview" represents a probable offer on the part of the school, and is an opportunity for the pupil to meet fellow pupils and key staff.

BRANTRIDGE SCHOOL
Staplefield Place
Staplefield
Haywards Heath RH17 6EQ

Attendance for the academic year 2006/2007

Autumn Term 2006

Authorised Absence = 4.61%

Unauthorised Absence 7.77%

Spring Term 2007

Authorised Absence = 9.07%

Unauthorised Absence = 7.06%

Summer Term 2007

Authorised Absence = 5.6%

Unauthorised Absence = 1.37%

OVERALL ATTENDANCE:

Authorised Absences: 5.40%

Unauthorised Absences: 6.43%

ATTENDANCE: 88.17%

NATIONAL CURRICULUM
End of Key Stage 2 Assessment Results 2007

BRANTRIDGE SCHOOL RESULTS

These tables show the percentage of eligible year 6 children achieving each level in the school in 2007.

The number of children in year 6: **10**

TEACHER ASSESSMENT							
	Percentage at each level						
	W	1	2	3	4	5	6
English	10	0	50	20	10	10	0
<i>Speaking and Listening</i>	0	20	40	20	0	20	0
<i>Reading</i>	10	10	40	10	10	20	0
<i>Writing</i>	10	30	30	20	0	10	0
Maths	0	10	50	20	10	10	0
Science	0	10	50	30	0	10	0

TEST RESULTS							
	Percentage at each level						
	Below level 3*	3	4	5	6	Percentage disappplied	Percentage absent
English	20	10	20	10	0	30	10
<i>Reading</i>	30	10	0	30	0	30	0
<i>Writing</i>	10	30	20	0	0	30	10
Maths	10	10	40	10	0	30	0
Science	0	20	10	50	0	20	0

W represents children who are working towards level 1, but have not yet achieved the standards needed for level 1.

* represents children who were not entered for the tests because they were working below level 3 in English, mathematics or science; children awarded a compensatory level from the tests; and children entered for but not achieving a level from the tests.

ABOUT THE TRUST

Brantridge School is administered by Grafham Grange Special Educational Trust Limited, a registered company limited by guarantee. Company registered number 2919225.

The company is a registered charity number 1039938

The Directors of the company are: -

Mr R Winn Chairman

Mr P Kenny

Mr A Lees

Mrs L MacDermott

Mr K. Noble

Mr L Richards

Mr C Young

Ms K Caine

Ms S Mellor

The Chief Executive of the company, company secretary and correspondent with the charity commissioners is Dr. Susan Tresman.

Members of the board of directors may be contacted via the Chief Executive at the registered office of the company (see below).

The objects of the company as registered are: -

1. To advance the education of children with special needs by managing schools for children with social, emotional and behavioural difficulties.
2. To promote the special educational needs of children primarily from inner and outer London and the Home Counties in particular but not exclusively by providing advice and counselling to families/guardians of such children so as they may better understand their emotional and behavioural difficulties.

The company employs all staff working at its schools and is responsible for the overall management functions.

Address: The Company Office, Grafham Grange, Bramley, Guildford, Surrey
GU5 0LH.

Telephone: 01483 892214

Fax: 01483 894407

Email: admin@grafham-grange.co.uk

Brantridge School

Governing Body

Mr. L. Richards	Chair of Governors, Company Director
Mr. P. Miles	Vice-chair of Governors
Mrs. T. Blythe	Headteacher
Mr. P. Petersen	Elected Representative – Care and TA staff
Mr. V. Frost	Elected Representative – Admin., Domestic & Maintenance staff
Mr. P. Samuels	Parent Governor
(Vacancy)	Parent Governor
Dr Susan Tresman	Chief Executive, Grafham Grange Special Ed. Trust
Ms. K. McNichol	Chair, Curriculum Committee
Mr. A. Lees	Chair, Residential Social Work Committee
Mr. P. Kenny	Chair, Budget Support Committee, Company Director
Mr. R. Fihosy	Governor
Mr R. Winn	Company Director

Senior Management Team

Mrs T. Blythe	Headteacher
Mr. R. Godsmark	Head of Care
Mrs G. Wagland	Deputy Headteacher
Mrs E. Holden	Deputy Head of Care

For a complete list of staff, roles and responsibilities and qualifications, see next page.

Brantridge School

Staff List

NAME	Title	Init	Main Area(s) of Responsibility	Relevant Qualifications	FT / PT
Appleton	Mr	P	Residential Child Care Officer (RCCO)	NVQ Level 3	Full
Bache	Mrs	B	Domestic Assistant		Part
Blythe	Mrs	T	Headteacher	B Ed (hons)	Full
Brett	Mr	P	Class Teacher KS3, DT teacher	BA, Higher Ed. Diploma, Level 2 Cricket Coach	Full
Brewin	Mr	M	Caretaker, Groundsman	C&G Stage 2 Horticulture, RHS General NTDC, 1 st Aid	Full
Briggs	Mr	N	Premises Manager		Full
Clements	Mrs	L	Speech and Language Therapist	BSc, MRCSLT, HPC	Part
Danton	Miss	K	Domestic Assistant		Full
Doran	Mr	P	Senior Residential Child Care Officer (RCCO)	PCSC, ICSC, NVQ Level 3, NVQ Level 4	Full
Frost	Mrs	M	Domestic Assistant		Part
Frost	Mr	V	Assistant Premises Officer	First Aid Cert.	Full
Gibson	Mrs	E	Domestic Assistant		Full
Godsmark	Mr	R	Head of Care, "Named Person" (Child Protection)	MA(Ed), DipMgt, CertHSW, NVQ5 Mgt, NVQ4 Care, Dip. SW	Full
Gunnell	Mrs	P	Senior Teaching Assistant	BSc	Full
Harry	Miss	D	Class Teacher	B.A. + PGCE	Full
Haylor	Ms	K	Teaching Assistant		Full
Hickman	Mrs	G	Teaching Assistant		Part
Holden	Mr	D	Residential Child Care Officer (RCCO)	Dip. Res. Care	Full
Holden	Mrs	E	Deputy Head of Care	NVQ Level 3 Care Children & Young Persons	Full
Holland	Ms	J	Teaching Assistant		Full
Hole	Mrs	C	Cook		Full
Ireland	Mr	G	Residential Child Care Officer (RCCO)	NVQ Level 3 Care Children & Young Persons	Full
Johns	Mrs	C	Residential Child Care Officer (RCCO)	Cert. In Res. Care, NVQ Level 3 Care Children & Young Persons	Full
Jones	Mr	G	Cook		Part
Kearns	Mr	F	Catering Manager	C&G 7061 & 7062 (Catering) 707, 705, RIPHH	Full
LaNave	Ms	F	Visiting Art Psychotherapist	LDAD, SRArt Psych, HPC, BAAT	Part
McLaren	Mr	C	Teaching Assistant	First Aid at Work Cert, Cache Level 2.	Full
Morgan	Ms	F	Class Teacher KS2/3	Cert. Ed.	Full
Norkett	Ms	S	Housekeeper	Health & Hygiene Cert.	Full
Ohlson	Mrs	S	School Nurse		Full
O'Mahoney	Mr	K	Class Teacher KS2		Full
Oosterbaan	Mr	R	Residential Child Care Officer (RCCO)		Full
Pears	Mrs	S	Domestic Assistant	Basic Hygiene Cert.	Full
Pears	Mrs	S	Teaching Assistant		Full
Petersen	Mr	P	Residential Child Care Officer (RCCO)	PCSC Social Care, First Aid Cert, NVQ Level 3 Care Children & Young Persons	Full
Philips	Miss	H	Class teacher KS3		Full
Pickup	Ms	J	Integrative Arts Psychotherapist	MA/Diploma: Integrative Arts Psychotherapy	Part
Sargent	Mrs	J	Teaching Assistant	Cert. In Basic Counselling Skills	Part
Savage	Ms	L	Residential Child Care Officer (RCCO)		Full
Shogbamimu	Mr	F	Visiting Consultant Family Caseworker	M.Sc.Mental Health, C.Q.S.W., Dip. Family Therapy	Part
Sumray	Mrs	S	Kitchen Assistant		Part
Smith	Mr	M	Senior Residential Child Care Officer (RCCO)	Cert. Social Care, BSSCI, Adv. Dip. Child Care & Ed.	Full
Tillett	Ms	R	Teaching Assistant		Full
Towner	Mr	G	Residential Child Care Officer (RCCO)	NVQ3 Group and Foster Care	Part
Wagland	Mrs	G	Deputy Head		Part
Webb	Ms	D	Teaching Assistant		Part
Winn	Mrs	E	Senior Administration Officer		Part

DIRECTIONS TO BRANTRIDGE

From London / M25

- 1. Take M25 to M23, or take A23 / M23 out of South London**
- 2. Follow signs for Gatwick Airport**
- 3. Pass Junction 9 (Gatwick)**
- 4. Pass Junction 10 (Crawley)**
- 5. Pass Junction 10a (Balcombe)**
- 6. Pass Junction 11 (Pease Pottage and Services)**
- 7. Take next exit – Signposted HANDCROSS and Nyman’s Gardens**
- 8. At first mini-roundabout take 2nd exit (Handcross)**
- 9. At next mini-roundabout take 2nd exit (Handcross)**
- 10. Drive through Handcross High Street, follow road to left and pass Nyman’s Gardens entrance on your left.**
- 11. Continue down hill to Staplefield**
- 12. Entrance is a double gateway on your right, after the 40mph sign and the triangular “school” sign. (Just before car park to Jolly Tanners pub)**

From Brighton / South

- 1. Take A23 from Brighton, or join it at any point South of the A272 (Haywards Heath – Petersfield Road)**
- 2. Drive North on the A23, past Hickstead and the junction with A272**
- 3. At junction for Warninglid, road narrows from 3 to 2 carriageways.**
- 4. Continue down hill, past Garden Centre**
- 5. Take first turning on the left after the garden centre (Signposted SLAUGHAM & STAPLEFIELD)**
- 6. Turn right at the T junction and continue under bridge.**
- 7. Drive past the Common (cricket pitch) on your left, to the crossroads.**
- 8. Turn left at crossroads. Drive up hill until level with Jolly Tanners pub.**

9. Entrance to school is on your left opposite the pub car-park.

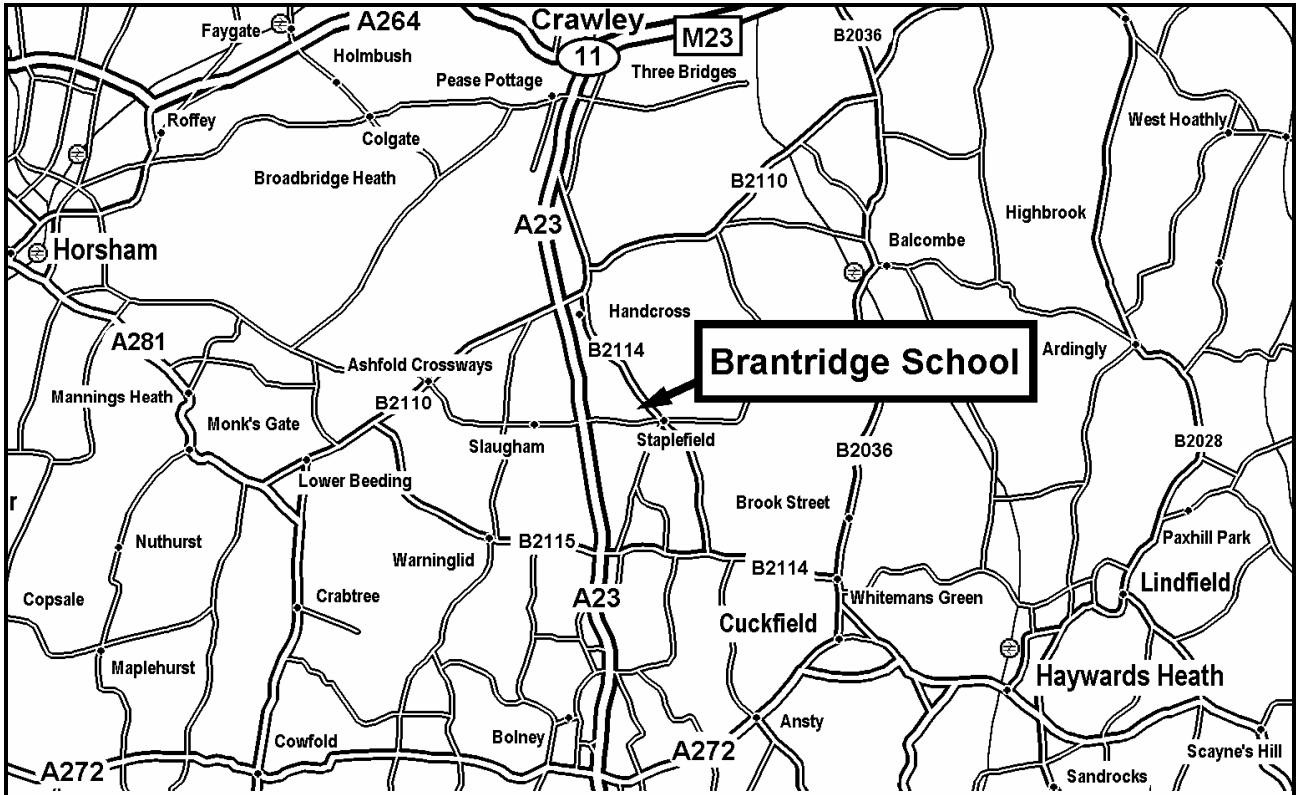


BRANTRIDGE SCHOOL

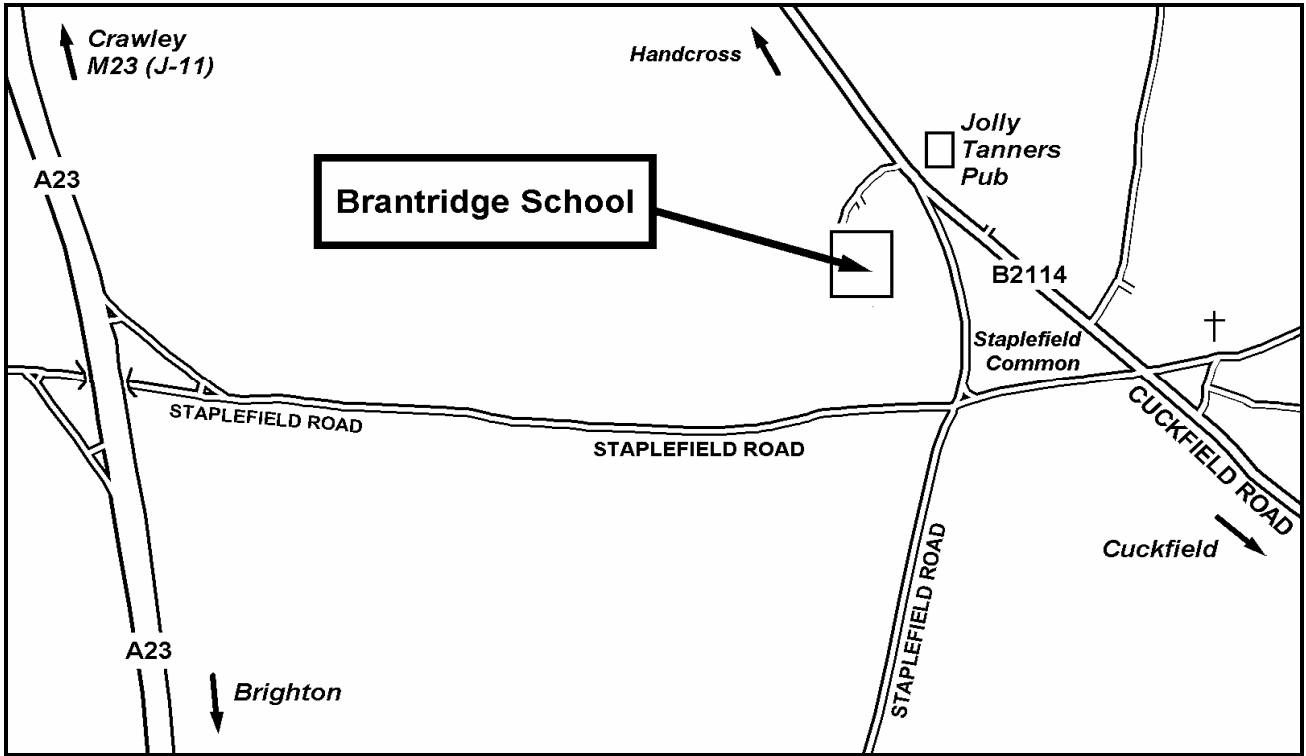
Brantridge School

Staplefield Place, Staplefield,
West Sussex, RH17 6EQ

Tel: 01444 400228 Fax: 01444 401083



The entrance to the school is opposite the Jolly Tanners Public House.



School Improvement Plan

2007- 2008 Objectives

	Lead	Success criteria	ECM	Target Date
Education				
Complete assessment diagnosis and recording policy	GW,	Policy in place and being implemented	3	Oct 07
Improve use of new ICT infrastructure	GGSET	All staff competent and confident	5	Ongoing
		Effective; timetabling, staff distribution, subject coordination. Improve score for T & L at next Ofsted		
Further develop quality of teaching and learning	TG,KS leaders		3	Ongoing
Communicate data from quantitative measures of progress	TG, KS leaders	Governors informed, SEF updated	3	Ongoing
Develop Behaviour Management policy	SMT	Documentation evolved and implemented	1,2,3,4	Oct 07
Formalise improvements in a policy in relation to marking of work	PB	Policy agreed by governors	3,4	Dec-07
Expand use of ICT data projection	GGSET	2 classrooms equipped with data projectors	3,4,5	Mar-08
Standardise baseline assessment methodologies	KS leaders	Common assessment framework in operation	3,5	Dec-07
Publish lesson observation protocols and frequencies	TG, KS leaders	Observations timetabled (Involve curriculum leaders/min 1 assessment per term)	3	Oct-07
Develop SEN liaison to benchmark educational progress	GGSET	Comparative data available	3,5	Dec-07
Further improve use of ICT as integral to teaching	KS leaders, ICT coordinator	Evidence of ICT in subject planning and delivery	3,4,5	Mar-08
Refresh drug education policy	FM	Completion and adoption	1,2,3,4,5	Sept-07
		Effective use of science lab/ enhanced practical science provision		
Establish link with GG to enhance science provision	Science coordinator		3,4,5	Mar -08
Develop long range pupil placement objectives with LEA's	GGSET	Systematic approach to appropriate future placement	1,2,3,4,5	Ongoing
Whole School (Operational)				
Consistent application of behaviour management	All	Uniform behaviour management/positive indicators	1,2,3,4,5	Ma
Further develop leavers package	SMT, PD, PB, MP	Positive leaving in action	1,2,3,4,5	Ju
Strengthen use of IEP's/ICP's	Team Leaders	More systematic management and communication	2,3,4,5	Mar
Cement robust performance management process incl CPD	Line Managers	Performance cycles operate + CPD recorded for all staff	1,2,3,4,5	Sep

Expand further the range of therapies on offer	SMT, FS	Needs analysis and procurement plan	1,2,3,4,5	Dec
Develop therapeutic support for staff	TG/ GGSET	Supervision training, supervision evidenced across school	1,2,3,4,5	Sep
Enhance statistical measures for individuals/groups/whole school	SMT, Admin	Improved reporting and action programmes	1,2,3,4,5	Ong
Enhance change receptivity	SMT, GGSET	Strategic awareness event	1,2,3,4,5	Sep
SEF to be updated termly	TG	Support public communication/reinforce self-evaluation	1,2,3,4,5,	Ong
Obtain approval for extending role to 42 pupils	TG,GGSET,	Achieve for 2008/09 academic year	1,2,3,4,5	Ma
Develop range of training to update Governors	GGSET	CPD requirement for the 2007/08 academic year	1,2,3,4,5	Ong
Tighten further the school's recruitment/vetting processes	GGSET	Exceed Ofsted/CSCI requirements	1,2,3,4,5	Dec
Review pupil record keeping systems	SMT	Meet Ofsted/CSCI requirements	1,2,3,4,5	Ju
Establish further links with local community	TG	School used by community as a local resource, communications opened with 3 local schools	3,4,5	Ju
Policy review- timetable and recording process	SMT	School policies collated and timetable for review published		Dec
Improve lines of communication	TG, EH	Communication book available to all staff, protocol for recording sensitive/confidential information		Jul-0
Care				
Monitor PSHE/Health Education with Care Plans	FM,EH,SO	Health promotion summative records used effectively	1,2,3,4,5	ong
Review staff handbook	TG/EH	Current, correct and communicated (GGSET compliant)	1,2,3,4,5	Ong
Implement use of parental questionnaire	RG	Positive 2 way communication evidenced	1,2,3,4	Sep
Expand range of recreational provision	MS	Costed development plan	1,2,3,4,5	Dec
Strengthen medical recording systems	SO	Exceeds CSCI requirements	1,2,3,4,5	Sep
Monitor use of restraint	EH	Seeking to reduce number of restraints	1,2,3,4,5	Ma
Monitor levels of bullying	EH, TG	Reduction in incidents of bullying positive anti bullying ethos in practice	1,2,3,4,5	Sep
Monitor fire drill practice	MS	Exceeds CSCI requirements	1, 2	Ma
Feasibility study to timetable increased 1:1 focal work	RG	Practicable timetable for implementation	1,2,3,4,5	Oc
Premises & Grounds				
Improve appearance of entrance, drive and	NB	Continuous improvement noted in	2,5	Ongoing

grounds		Standard 33 visits		
Establish 3 year decoration schedule	NB	Rotational programme of work	1,5	Mar-08
Investigate feasibility of using lake for fishing/nature resource	NB,PD	Costed action plan	1,2,3,4,5	Mar-08
Examine feasibility of establishing an art and craft room	NB,PP	Costed action plan	1,3,4,5	Mar-08
Install phone link in therapy suite	NB	Exceeds CSCI requirements		Sept-07
Further improve maintenance of existing property	NB	Continuous improvement noted in standard 33 visits	1,2,3	Ongoing
Develop additional on-site staff accommodation	NB	Business case and planning approvals in place	2	Mar-08
Develop long term options for permanent therapy suite	NB	Business case and planning approvals in place	1,2,3,4	Dec-07
Review medium term options for a permanent sports facility	NB	GGSET approved action plan	1,2,3,4	Oct-07
Expand playground provision	NB	Plan for approval by GGSET	1,2,3	Sept-07
Expand classroom based recreation areas	NB	Plan for approval by GGSET	1,2,3,4	Sept-07
Catering, Ancillary, Domestic & Maintenance				
Further increase use of fresh ingredients at tea time	FK, SO, CJ	Pupils aware of reduced fat, sugar, salt in diet, evidenced in menu planning	1,3	Sept-07
Audit of all CADM equipment	NB	Safety plus recording scheduled routine maintenance	1,2,5	Mar-08
Adopt new financial management system	GGSET	Improved financial controls	1,2,3,4,5	Sept -07
Review administrative structures and recruit accordingly	TG, GGSET	Effective handover following personnel retirements	1,2,3,4,5	Sept-07
Expand further the range of menu options	CJ, FK	Pupil consultation	1,3	Ongoing
Staff Development and Training				
Continue NVQ programme for Care Staff and others	RG	Exceed 90% of Care staff with NVQ level 3	1,2,3,4,5	Dec-07
Enhance induction programme (incl Care & Control)	SMT	Staff induction folders available	1,2,3,4,5	Sept-07
In-house Team Teach Trainer x1	SMT, GT	GT trained to intermediate/advanced level	1,2	Sept07/Mar 08
Arrange Training for manual handling	SN,EH	Safer practice in evidence for CADM staff	1,2,3,5	Sept-07
Management training for line managers	SMT, GGSET	Effective/efficient performance across school/ higher morale	1,2,3,4,5	Ongoing
Develop access to a range of LEA's training courses	SMT, Line managers	Secure 6 course places during the year	2,3,4	Ongoing

Further upgrade <i>Teacch</i> skill base	TG, GW	Upskill ASD behaviour management	1,2,3,4,5	Mar 08
Further upgrade Team Teach skill base	SMT, GT	Upskill behaviour and restraint management	1,2,3,4,5	Sept-07
Enhance application of preferred learning style practices	TG, KS leaders	education staff receive further training	1,2,3,4,5	Dec-07
Absence management	GGSET	Implement First Care consultancy service	1,2,3,4,5	Mar-08
Establish perennial training cycle	EH, TG,	Structured programme of essential refresher training	1,2,3,4,5	Oct 07
Performance Management formats to be aligned	EH, TG	Common content, look, feel and process	1,2,3,4,5	Sept- 07

