

## Hatton School Improvement Plan (17/18) – Outcome of Pupils

Objectives	SST lead	Actions and Strategies	Timescales / Budgets	Training needs	Outcomes and Evidence	2017-2018
To review and develop IEPs in relation to EHCP outcomes	BP/TLS	<ul style="list-style-type: none"> <li>• Review IEP template to include more specific information about EHCP outcomes</li> <li>• Update IEP format accordingly</li> <li>• Roll out to teachers via Team leaders/team meetings.</li> <li>• Review and evaluate use and relevance of IEP template gaining teachers</li> </ul>	<p>Sept 17</p> <p>Sept 17</p> <p>Oct 17</p> <p>Summer 18</p>		<ul style="list-style-type: none"> <li>• Log of meeting with Team teachers to review format. Updated IEP template</li> <li>• Minutes of team meetings / Emails to teachers</li> <li>• Feedback from teachers either via Team meeting minutes of email. Notes from review meeting with Team Leaders.</li> </ul> <p><b>Rag: Autumn 2017 – AMBER</b> <b>Spring 2018 - AMBER</b></p> <p><b>Evaluation: Autumn 2017</b> - IEP template was reviewed with the team leaders to make it more EHCP relevant. Page 2 deleted and section added to each page to include specific EHCP outcome related to IEP target. Team leaders rolled the new template out to the teachers in October 2017.</p> <p>Spring 2018 – the template has been updated and has been rolled out to teachers. It should be in full use across the school following spring parents evening. This will be checked when IEPs are monitored by team leaders by end of March 2018.</p>	
To develop and embed systems and processes for teacher accountability for individual pupil progress	SS	<ul style="list-style-type: none"> <li>• Timetable termly progress meeting with teachers and team leaders /Curriculum leaders</li> <li>• Feed back to Senior Staff</li> <li>• Collect and analyse data via CAPS / PRAPS, update whole school spreadsheet</li> <li>• Report back to Senior Staff and Governors</li> </ul>			<ul style="list-style-type: none"> <li>• All teachers aware of the progress of their pupils.</li> <li>• Senior staff aware of any concerns</li> </ul> <p><b>Rag: Autumn 2017 – AMBER</b> <b>Spring 2018 - AMBER</b></p> <p><b>Evaluation:</b> PRAPS analysed for 2016/2017 – feedback analysis to SMT and Governors. Jan 2018 – termly pupil progress meetings have been scheduled for the week beginning 22<sup>nd</sup> January between TLS, AHT and CTs.</p> <p><b>Spring 2018</b> – SS still has some meetings to hold, however these have impacted by lack of cover for teachers to attend the meetings. SS will meet with MM to arrange a timetable of cover</p>	

					for meetings to be held. SS will then meet with AW. MM to hold a progress meeting with MQ regarding progress in the EYFS.
To introduce ASDAN for pupils in UKS2	SS	<ul style="list-style-type: none"> <li>• Register with ASDAN</li> <li>• Attend Work shop with curriculum leader</li> <li>• Order resources</li> <li>• Introduce New Horizons to UKS2 staff for year 5</li> <li>• Monitor &amp; Evaluate</li> </ul>	£3000.00	Training for Assistant Headteacher and Curriculum Leader  Training for UKS2 teachers	<ul style="list-style-type: none"> <li>• Children in UKS2 will be following an accredited PSHE course (ASDAN)</li> <li>• Workbooks and evidence folders</li> <li>• PowerPoint of training.</li> </ul>
					<p><b>Rag: Autumn 2017 - AMBER</b> <b>Spring 2018 - AMBER</b></p> <p><b>Evaluation: Autumn 2017</b> - AHT and curriculum leader went on training and identified additional programme of study which is more suitable for our pupils. Currently identifying needs of pupils to order correct resources.</p> <p><b>Spring 2018</b> – SS will meet with all teachers on 7.3.18 to introduce the scheme. There will then be individual training for year 6 teachers who will then start the programme in the summer term – doing one module. All the resources are ordered and have been delivered. SS will share these with teachers. Also introducing Transition Challenge for our more complex pupils who need a more sensory based scheme of work.</p>
To benchmark and compare Hatton pupil progress with other special schools.	SS	<ul style="list-style-type: none"> <li>• Link with other special schools to arrange meetings.</li> <li>• Groups of children identified for benchmarking, according to differing needs.</li> <li>• Review and evaluate process</li> </ul>	Spring 18		<ul style="list-style-type: none"> <li>• Progress of groups of pupils will be compared to progress of similar needs in other schools.</li> <li>• List of other schools involved in benchmarking sessions</li> <li>• Records of benchmarking meetings with other schools.</li> <li>• Annotated notes and PRAPS sheets form benchmarking sessions.</li> </ul>
					<p><b>Rag: Autumn 2017 - RED</b> <b>Spring 2018 - AMBER</b></p> <p><b>Evaluation: Autumn 2017</b> – AHT has started to make links with other special schools and is awaiting response regarding benchmarking. One school has responded to say no at this current time.</p>

					<b>Spring 2018</b> – SS going to St. John’s school on 14.3.18 to start the process of benchmarking.
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## Hatton School Improvement Plan (17/18) – Effectiveness of Leadership and Management

Objectives	SST lead	Actions and Strategies	Timescales / Budgets	Training needs	Outcomes and Evidence	2017-2018
To work with the Governing body to ensure their Governance continues to be outstanding	AW	<ul style="list-style-type: none"> <li>• Devise a programme of visits by link governors.</li> <li>• Aim to increase governor participation in Governor's week summer 2018.</li> <li>• Minutes of meetings record that governors exercise their roles and responsibilities purposefully with a focus on pupil achievement, school priorities, the safety and wellbeing of staff and pupils.</li> <li>• The Governing Body to be more involved in the School self-evaluation through the SEF and SDIP being on FGB body agenda and referred to on link visits.</li> </ul>	Ongoing	LA training for Governors	<ul style="list-style-type: none"> <li>• Greater involvement of Governors in informing and effecting school.</li> <li>• Governor's week programme devised and more governors participate.</li> <li>• Regular visits instigated.</li> <li>• More Governor presence at school events.</li> <li>• An outstanding governing body fulfilling all roles and responsibilities.</li> <li>• Governor visit reports.</li> </ul>	<p><b>Rag: Autumn 2017 -AMBER</b> <b>Spring 2018 - AMBER</b></p> <p><b>Evaluation: Autumn 2017</b> – Governors have attended the school for Christmas Concerts, meetings with designated safeguarding lead and meetings with the school business manager.</p> <p><b>Spring 2018</b> – peer review focused on governance with positive feedback. A greater number of governor visits and a higher visibility of governors in school, governors attended parents evening. AW attended borough governor recruitment event in conjunction with ESCOS to recruit new governors of a high calibre with some prospective governors visiting 12<sup>th</sup> and 16<sup>th</sup> March.</p>
To further develop the roles, responsibilities and levels of accountability for senior and middle leaders	AW	<ul style="list-style-type: none"> <li>• Establishing roles, responsibilities and levels of accountability and expectations via existing and revised JDs and ongoing discussion.</li> <li>• Establish pattern of regular live management meetings.</li> </ul>	Ongoing  Proportion of cost at Positive Workplace Programme	Training for senior and middle leaders through Positive Workplace Programme	<ul style="list-style-type: none"> <li>• All Team / Curriculum Leaders demonstrate a clear understanding of their role in school improvement and are accountable for outcomes within their team / subjects.</li> <li>• Action plans / working alongside</li> <li>• Team / Curriculum leaders are appropriately challenged and supported by senior leaders and alongside senior leaders ensure the quality of teaching and learning is at least good across the school, learners make good progress in all curriculum areas, the quality of curriculum provision is at least good across the school.</li> </ul>	

		<ul style="list-style-type: none"> <li>Establish a cycle of meetings/reports for feedback.</li> </ul>			<p><b>Rag: Autumn 2017 - AMBER</b> <b>Spring 2018 - AMBER</b></p> <p><b>Evaluation: Autumn 2017</b> – SDHT has held individual meetings with TLS, Coaching sessions have been arranged to start in the spring term with ESP. Roles and responsibilities structure for SMT was reviewed in the autumn term.</p> <p><b>Spring 2018</b> – ESP consultant is now carrying out bespoke leadership development programme with team leaders following their feedback in the positive workplace survey. Coaching sessions also taking place with senior leaders.</p>
To engage all staff in the ESP positive workplace programme and surveys and follow up actions.	AW	<ul style="list-style-type: none"> <li>Survey launch with consultant.</li> <li>SMT involved in initial feedback and action planning with consultant.</li> <li>Staff feedback session with consultant.</li> <li>Delivery and engagement at staff in the action plan.</li> </ul>	Ongoing 2 year project	Part of the action plan tbc.	<ul style="list-style-type: none"> <li>70% completion of survey</li> <li>SMT active in action planning with consultant</li> <li>Staff active engagement through year 1 of 2</li> </ul> <p><b>Rag: Autumn 2018 - AMBER</b> <b>Spring 2018 - AMBER</b></p> <p><b>Evaluation: Autumn 2017</b> – 70.3% of staff completed the ESP staff Survey and gave the school an overall rating of 3.54. Feedback for the survey was delivered to SMT in Dec 2017 and is planned to be delivered to the whole staff body 15.1.18. Following the feedback, training sessions for staff and coaching for senior staff has been arranged.</p> <p><b>Spring 2018</b> – following survey greater focus on staff wellbeing, with a staff wellbeing board and publishing of numbers of support services and making staff aware of key wellbeing apps they can access. We have also improved communication by adding a second page to the bulletin each week with key updates so that all staff can access it.</p> <p>Following a teachers meeting KitKat awards will be launched with staff at a whole school staff meeting. Date to be arranged. Also arranged first workshop with ESP consultant for all staff on SMART resilience to be held 13.3.18.</p>

To review and further embed safer recruitment processes, procedures and timelines.	SST	<ul style="list-style-type: none"> <li>• Complete drawing up recruitment time frame and responsible members of staff.</li> <li>• Share recruitment time frame within SMT, SBM and VTD.</li> <li>• Review interview questions to remove closed questions and include DBS declaration.</li> <li>• Carry out exit interview when ongoing staff leave.</li> <li>• Include the safeguarding statement into the application packs.</li> <li>• Relevant and appropriate DBS checks to be carried out.</li> </ul>	Spring 2018 Review ongoing		<ul style="list-style-type: none"> <li>• Completed recruitment time frame including when adverts should be published, when references should be requested etc.</li> <li>• Recruitment time frame being shared and implemented effectively.</li> <li>• Updates interview questions</li> <li>• Records of exit interviews held and actions shared with SMT where relevant applicant packs to include clear safe guarding statement.</li> </ul> <p><b>Rag: Autumn 2017 - AMBER</b> <b>Spring 2018 - AMBER</b></p> <p><b>Evaluation: Autumn 2017</b> – Appropriate DBS checks carried out for new staff. Rolling programme put in place for existing staff to update DBS checks. Recruitment time frame yet to be completed and shared. Interview questions have been reviewed and altered where necessary. This is an ongoing review.</p> <p><b>Spring 2018</b> – current processes as above. All personnel files are being reviewed to check for errors and omissions in terms of safer recruitment processes for longer standing members of staff so that RAs can be completed.</p>
To further embed awareness of PREVENT.	BP	<ul style="list-style-type: none"> <li>• All staff, volunteers and visitors to complete the Prevent module on Hays online safeguarding training.</li> <li>• On site, face to face, Prevent training to be arranged with Redbridge LSCB.</li> <li>• Information on Prevent to be included on the safeguarding board, displayed on the website and sent to parents.</li> </ul>	Yearly  Jan 18  Dec 17	Training for all staff  Training for all staff	<ul style="list-style-type: none"> <li>• Record of completed training online.</li> <li>• Register of Prevent training and any training materials that are given.</li> <li>• Leaflet / newsletter containing information on Prevent, information being published on the website, safeguarding board displaying information.</li> </ul> <p><b>Rag: Autumn 2017 - AMBER</b> <b>Spring 2018 - AMBER</b></p> <p><b>Evaluation: Autumn 2017</b> – Educate Against Hate leaflets about prevent have been sent to SMT, staff and parents. Information gathered to display on the safeguarding display board in staffroom. All staff, volunteers and long term agency are sent links to online training which is monitored by the DSL for completion. PREVENT training scheduled for 11<sup>th</sup> and 18<sup>th</sup> January 2018.</p>

					<p><b>Spring 2018</b> – PREVENT training took place for main school staff in January 2018. Staff worked with the trainer to adapt the training to reflect the needs of our pupils. Training needs to be arranged for OSS, part time staff and governors – awaiting a date from trainer. Leaflets sent home to parents and staff regarding radicalisation and what to do if they have concerns. Will be highlighted again in face to face safeguarding training.</p>
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## Hatton School Improvement Plan (17/18) – Personal Development, Behaviour & Welfare

Objectives	SST lead	Actions and Strategies	Timescales / Budgets	Training needs	Outcomes and Evidence	2017-2018
To embed 5P Approach across the school	BP	<ul style="list-style-type: none"> <li>• Increase number of 5P Practitioners within the school from 3-4</li> <li>• 5P refresher training for all staff with Linda Miller – Looking at identifying Green and Amber behaviours, analysis of behaviour and case studies.</li> <li>• Supporting Staff in implementing and use the 5P Approach to manage behaviour across the school.</li> <li>• Half termly 5P drop in sessions for staff to access with concerns / questions etc.</li> </ul>	<p>Autumn 17</p> <p>Autumn / Spring 17</p>	<p>Practitioner training for DG.</p> <p>3x twilight training – all staff</p> <p>1:1 or class team support and modelling where needed.</p>	<ul style="list-style-type: none"> <li>• Practitioner course certificate.</li> <li>• Register sheets from twilight training sessions.</li> <li>• Increased confidence amongst staff in understanding of Amber behaviours and appropriate strategies to use to develop self-regulation and self-management – Green zone and Intervention Hierarchy monitoring.</li> <li>• Learning walks</li> <li>• Incident Data collection</li> <li>• Record of drop in sessions and attendance.</li> </ul> <p><b>Rag: Autumn 2017 - AMBER</b> <b>Spring 2018 - AMBER</b></p> <p><b>Evaluation: Autumn 2017</b> - Head of outreach undertook 5P practitioner course in October 2017. Two refresher twilight sessions have been held in October and November, with the third session planned for 23<sup>rd</sup> January 2018. Behaviour team have planned a Green Zone learning walk in Spring 2018.</p> <p><b>Spring 2018</b> – final twilight session was held in January 2018. Data shown to governors in February showed that the number of children accessing the calm room has decreased and the number of times the room is accessed at green has increased. Support across the school continues.</p>	
To remain focussed on maintaining good pupil attendance.	AW	<ul style="list-style-type: none"> <li>• Continue to embed system and processes to manage and promote pupil attendance.</li> <li>• Weekly meeting with HT and Data manager to review absences.</li> <li>• Fortnightly meetings with HT, Data manager and EWO.</li> </ul>	<p>Autumn 2017-ongoing</p> <p>Ongoing 2017-2018</p> <p>Ongoing 2017/2018</p>	<p>Ongoing support for</p>	<ul style="list-style-type: none"> <li>• Continued increased attendance amongst persistent offenders – register / attendance analysis.</li> <li>• Parents providing proof of appointments or illness – register analysis.</li> <li>• Updated absence flow char</li> <li>• Termly newsletters</li> <li>• Parent welcome pack</li> </ul>	

		<ul style="list-style-type: none"> <li>Review Absence flow chart and processes.</li> <li>New parents to be sent attendance information in welcome packs.</li> <li>Reminder about expectations of attendance to be included in termly newsletter.</li> </ul>	<p>Spring 2017</p> <p>Autumn 2017</p> <p>Termly 2017 / 2018</p>	<p>HT, Data manager, and senior staff from EWO</p>	<p><b>Rag: Autumn 2017 - AMBER</b> <b>Spring 2018 – AMBER / GREEN</b></p> <p><b>Evaluation: Autumn 2017</b> – Meetings with the designated EWO being held every three weeks. Weekly meetings between HT and Data manager to monitor absence. Meetings arranged and held with parents of children who have fallen below the expected level. Attendance information was included in the new parent packs in July 2017. All parents are being asked for evidence of medical appointments and sickness longer than 5 days. The October newsletter contained information about absence and the guidelines for informing school of absence. The December Newsletter included guidelines on the 48 hour rule for sickness and diarrhoea. Text messages being sent out to parents when child is not I school and parents haven't informed school.</p> <p><b>Spring 2018 – ADDITIONAL ACTIONS</b> – process set up with admin team to monitor responses to text messages sent out and log responses. Every day at 1.30pm a senior member of staff calls any parents who have not responded to the text to seek clarification about the child's absence.</p> <p>System has been developed to send a text to parents on the last day of each term to remind parents that we break up and when we return to school.</p>
To embed communication across the day	MM	<ul style="list-style-type: none"> <li>Communication Across the Day workshop for LSAs (Inset day)</li> <li>'Communication Across the Day' target to be included in Teacher Appraisal.</li> <li>LSA performance management target focused on communication across the day.</li> <li>Learning walks to be carried out by PECS implementers and senior staff.</li> </ul>	<p>Sept 17</p> <p>Autumn 17</p> <p>Autumn 17</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Workshop for LSA – Inset day</p>	<ul style="list-style-type: none"> <li>Register forms and evaluation forms from LSA training</li> <li>Teacher appraisal targets</li> <li>LSA performance management targets.</li> <li>Write ups and feedback from learning walks. Good points and areas of improvement fed back to teachers.</li> <li>Written lesson observation feedback including comments about communication opportunities and strategies.</li> <li>PECS implementer timetable and log of activities supported.</li> <li>Whole school planning format rolled out to teachers and in use.</li> <li>Records of data collected.</li> <li>Evaluation and registration forms from parent training.</li> </ul>

		<ul style="list-style-type: none"> <li>Lesson observation feedback to include communication across the day.</li> <li>PECS implementer to have a more flexible timetable to support across the curriculum.</li> <li>Planning format to be adapted to include information about planned communication opportunities.</li> <li>Data to be collected regarding communication attempts across the day.</li> <li>Communication at Home workshops to be held for parents.</li> </ul>	<p>Ongoing</p> <p>Autumn 17</p> <p>Ongoing</p> <p>Summer 17</p>	<p>Ongoing class based PECS support</p> <p>Ongoing support on the collection of data</p>	<p><b>Rag: Autumn 2017 - AMBER</b> <b>Spring 2018 - AMBER</b></p> <p><b>Evaluation: Autumn 2017</b> – Sep 17 – Communication across the day training for LSAs was carried out during the INSET day and feedback on evaluation forms was very positive. All teachers have an appraisal target focussing on embedding strategies to develop communication across the day. Lesson observation feedback form has been adapted to include a section on communication across the day and has been implemented in Autumn term lesson obs. Teachers are now including clear planning for communication opportunities in their daily plans.</p> <p><b>Spring 2018</b> – the communication across the day LSA target has been presented to teachers and will be rolled out before Easter. A Communication session for parents in EYFS was held 8.2.18 which highlighted different forms of communication. This was followed up by a stay and play session where parents could see these different forms of communication in action within the school setting.</p>
To move from Level 1 to Level 2 as a Rights Respecting School	<p>VRL</p> <p>VRL / TLS</p> <p>VRL / SS</p>	<ul style="list-style-type: none"> <li>Reintroduction session to the Rights Respecting Schools Award for all staff.</li> <li>Look at ways to include Rights Respecting articles and activities into weekly planning.</li> <li>Review Assembly format to include the song 'we've all got rights'</li> <li>Review displays around the school, and the display guidance to ensure inclusion</li> </ul>	<p>Sept 2017 – Inset day</p> <p>Spring 2017</p> <p>Autumn 2017</p> <p>Ongoing</p>	<p>Training for all staff</p>	<ul style="list-style-type: none"> <li>Registration forms from whole staff training.</li> <li>Planning formats will include relevant articles and displays.</li> <li>Updated assembly format.</li> <li>Displays around school including relevant RSSA articles.</li> <li>Log of meeting being held as well as notes of what was discussed.</li> <li>Finished booklet being sent to parents, displayed on the website and being given to visitors.</li> <li>Record of fund raisers being held and amount raised.</li> <li>Hard copy of fundraising calendar.</li> </ul>

	<p>VRL / MM</p> <p>VRL</p>	<p>of relevant Rights Respecting articles.</p> <ul style="list-style-type: none"> <li>• Meet with the governor with responsibility for RRSA.</li> <li>• Develop a booklet for parents, visitors and the website to inform people about RRSA at Hatton.</li> <li>• Plan and hold a range of fundraising activities for different identified charities.</li> <li>• Create a calendar for ongoing fundraising events.</li> </ul>	<p>Ongoing</p> <p>Spring 2017</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Training for governor with responsibility for RRSA</p>	<p><b>Rag: Autumn 2017 – AMBER</b> <b>Spring 2018 - AMBER</b></p> <p><u>??????? VRL</u></p> <p><b>Evaluation: Autumn 2017</b> – RRSA training given to all school staff in September 2017 during INSET days. Displays identified as one of the HATTON GIVENS and training will be delivered in spring 2018 – to include linking RRSA rights to the displays.</p> <p><b>Spring 2018</b> – new display policy in place and has been presented to teachers in Jan 2018 incorporating RRSA. All displays have been updated before parents evening.</p>
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## Hatton School Improvement Plan (17/18) – Teaching, Learning and Assessment

Objectives	SST lead	Actions and Strategies	Timescales / Budgets	Training needs	Outcomes and Evidence	2017-2018
To develop the curriculum away from P Levels and towards stages of learning and engagement	SS	<ul style="list-style-type: none"> <li>• To identify elements of current assessments that are relevant for pupils at Hatton</li> <li>• Draft assessment book produced and shared with Senior Staff / Teachers for feed back</li> <li>• Amendments made to draft assessment book.</li> <li>• Liaise with Queensmill School to investigate Software /ICT options</li> <li>• Commission software programme</li> <li>• Engage with PLASN Assessment Group</li> <li>• Hatton Assessment package implemented</li> <li>• Evaluate assessment package</li> </ul>	<p>December 2017</p> <p>December 2017</p> <p>By end Nov 17 £££££</p> <p>Summer /Autumn Term 2018</p> <p>December 2018</p>	In house Training for all teachers in autumn term	<ul style="list-style-type: none"> <li>• Draft Assessment book produced that correlates to the areas of learning</li> <li>• Staff consulted on Draft assessments.</li> <li>• Assessments agreed with senior staff and ready for software company</li> <li>• Software company identified and bespoke assessment programme created for Hatton</li> <li>• All pupils being assessed using Hatton assessment Book/programme</li> </ul> <p><b>Rag: Autumn 2017 – AMBER</b> <b>Spring 2018 - AMBER</b></p> <p><b>Evaluation: Autumn 2017</b> – links have been made with other PLASN member schools regarding the development of an assessment group. Curriculum leaders have been looking through the B squared components to check for relevancy for pupils and SS has been looking at the complex needs booklet.</p> <p><b>Spring 2018</b> – SS has received elements of current assessments that are relevant from the curriculum leaders. SS has started to type them into one document, incorporating elements from the Hatton complex needs booklet to create a bespoke package.</p>	
To develop the use of Orange files and assessment across the school	SS	<ul style="list-style-type: none"> <li>• Create Sample Orange folder with guidance</li> <li>• Share with team leaders &amp; teachers</li> <li>• Moderated work to be added termly</li> </ul>	<p>November 17</p> <p>November 17</p>	In house training for all teachers	<ul style="list-style-type: none"> <li>• All pupils will have work evidence folders that have been moderated within teams</li> </ul>	

		<ul style="list-style-type: none"> <li>• Team leaders to check folders with Assistant Headteacher termly</li> <li>• Folders to move through the school with each child</li> </ul>	November then ongoing		<p><b>Rag: Autumn 2017 – AMBER</b> <b>Spring 2018 – AMBER/ GREEN</b></p> <p><b>Evaluation: Autumn 2017</b> – training given to all class teachers regarding content and expectations of the orange folders. Section dividers and contents list have been made up and are ready to be distributed.</p> <p><b>Spring 2018</b> – training was carried out with teachers in Jan 2018. All inserts have been made and distributed to teachers who needed them. Moderation has been timetabled into the after school calendar.</p>
To develop moderation of work within Hatton and with other special schools	SS	<ul style="list-style-type: none"> <li>• Create more links with other special schools for moderation and benchmarking</li> <li>• Timetable moderation of orange folders with team leaders</li> <li>• Review and evaluate</li> </ul>	November 2017 November 2017  Summer 2018		<ul style="list-style-type: none"> <li>• Samples of work will be moderated across schools and boroughs</li> <li>• Progress of groups of pupils will have been compared to the progress of those with similar needs in other schools.</li> <li>• Feedback to senior staff outcomes of benchmarking.</li> </ul>
					<p><b>Rag: Autumn 2017 – AMBER</b> <b>Spring 2018 - AMBER</b></p> <p><b>Evaluation: Autumn 2017</b> – second moderation session has taken place with 5 different special schools in Southend in November 2017 focusing on Maths (first meeting focused on English writing and was held summer term 2017). Moderation of orange folders is scheduled for second half of spring term.</p> <p><b>Spring 2018</b> – as above currently. SS trying to increase links with other special schools for moderation.</p>
To embed peer observation for all class staff, coaching and targeted support to	SDHT/ AHT/ TLS	<ul style="list-style-type: none"> <li>• Peer observation included in performance management targets</li> <li>• Peer observation included in lesson observation feedback.</li> </ul>	Autumn 2017  Autumn 2017 and ongoing		<ul style="list-style-type: none"> <li>• Lesson observations carried out and feedback given to direct teachers where to carry out peer observations to develop skills.</li> <li>• Peer observations will have been carried out, recorded and the impact of these evident via termly lesson observations.</li> </ul>

<p>ensure all teachers are good or outstanding.</p>		<ul style="list-style-type: none"> <li>• Team leaders to facilitate peers observations</li> <li>• Teachers who are in need of support to be identified by senior staff and an action plan put in place to support them.</li> </ul>	<p>Autumn 2017/ ongoing</p> <p>ongoing</p>		<ul style="list-style-type: none"> <li>• Performance management targets</li> <li>• Team leader write ups of learning walks.</li> </ul> <p><b>Rag: Autumn 2017 - RED</b> <b>Spring 2018 - AMBER</b></p> <p><b>Evaluation: Spring 2018</b> – peer observations have been included in performance management targets for all teachers. Lesson observation feedback highlights where peer obs will be beneficial. Where working alongside has been identified for particular teachers this has now been planned and is being undertaken by team leaders or senior leaders. Four specific sentences have been created to include on lesson obs feedback making it clearer for teachers to understand our assessment of the standard of teaching and learning in that particular lesson.</p>
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## Hatton School Improvement Plan (17/18) – Early Years Foundation Stage

Objectives	SST lead	Actions and Strategies	Timescales / Budgets	Training needs	Outcomes and Evidence	2017-2018
<p>To review and improve the aims, values and principles in the EYFS and communicate these to all stakeholders.</p>	MM	<p>To gather evidence of the process for formulating and reviewing aims, values and principles</p> <ul style="list-style-type: none"> <li>○ Review the EYFS policy and aims with the EYFS team – get feedback</li> <li>○ To find out how our parents see the Early Years</li> <li>○ Analyse Feedback</li> <li>○ <b>Complete welfare audit</b></li> <li>○ Review Operational Plan and share with EYFS team</li> </ul>	Autumn 2017		<ul style="list-style-type: none"> <li>○ The aims values and principles of the EYFS are clear to staff and parents.</li> <li>○ The SEF has been updated and is in place for OFSTED.</li> <li>○ Displays and booklet illustrate the aims, values and principles and show children accessing a range of activities and being valued as part of our school community</li> </ul>	
		<p>To review EYFS SEF and ensure that practice in the EYFS reflects the aims, values and principles</p> <ul style="list-style-type: none"> <li>○ To review and update EYFS SEF and to share this with SST and governors</li> </ul>	Autumn 2017		<p><b>Rag: Autumn 2017 - AMBER</b></p> <p><b>Evaluation:</b> <b>Autumn 2017</b></p> <ul style="list-style-type: none"> <li>● EYFS Policy with the aims was reviewed with the EYFS team and we gained some feedback from the staff team.</li> <li>● The staff views have been analysed and areas for development have been identified.</li> <li>● Operational Plan typed out again as previous electronic copy not found. Need to share with EYFS team again.</li> <li>● EYFS SEF reviewed by AW and BC. Possible evidence identified by SST team, to support SEF.</li> <li>● Welcome Display up in the EYFS undercover area, showing how 'everyone is welcomed and valued'.</li> <li>● Still awaiting for some photo's from some of the classes to complete our beanstalk display. Have followed this up with teachers on several occasions only a few more outstanding.</li> </ul>	
<p>To communicate aims, values and principles of the EYFS to all school community members</p> <ul style="list-style-type: none"> <li>○ To create a display in the EYFS, which shows how 'everyone is welcomed and valued'.</li> <li>○ To update the beanstalk display showing how all the children of the school enjoy different things at Hatton.</li> <li>○ Make governors aware of new displays and aims and values booklet.</li> </ul>	Autumn 2017		<p>Will make governors aware of new displays and aims and values booklet, when these are completed.</p>			

<p>To review and improve equal opportunities in the EYFS</p>	<p>MM</p>	<p>To ensure visitors/volunteers going into the EY's are aware of the policies</p> <ul style="list-style-type: none"> <li>○ To create a new visitors/volunteers EYFS checklist</li> <li>○ Review visitors pack</li> </ul> <p>To ensure children with EAL are effectively included</p> <ul style="list-style-type: none"> <li>○ To have a look at all the displays in the EYFS and see how the children's home languages can be included to the displays</li> <li>○ To order more multi-lingual books</li> </ul>	<p>Spring 2018</p>		<ul style="list-style-type: none"> <li>○ Visitors/ volunteers who are new to the Hatton EYFS are informed of policies before coming into class.</li> <li>○ Photographic evidence of displays shows some labels in the pupil's home languages. Observations and documented learning illustrate that pupils' access multi-lingual books.</li> </ul> <p><b>Rag: Autumn 2017 - RED</b></p> <p><b>Evaluation:</b> <b>Autumn 2017</b></p> <ul style="list-style-type: none"> <li>• This will be started in the spring term.</li> </ul>
<p>To review and improve the physical environment.</p>	<p>MM</p>	<p>To complete an audit of the physical development learning environment, addressing issues outstanding from this.</p> <ul style="list-style-type: none"> <li>○ To complete a physical development tracking chart and analyse</li> <li>○ To complete an audit of physical development area/zone.</li> <li>○ To analyse audit</li> <li>○ To address issues</li> <li>○ To ensure that children have the ability to communicate when in the physical development area/zone</li> <li>○ To develop generic risk assessments for each EYFS learning environment and then personalise for each pupil.</li> <li>○ Make EYFS team aware of risk assessments</li> <li>○ Take before and after photos</li> <li>○ Observations of pupils</li> </ul>	<p>Spring 18</p>		<ul style="list-style-type: none"> <li>○ Evidence from photos and observations show that the physical environment is safe and appropriate learning experiences are provided.</li> </ul> <p><b>Rag: Autumn 2017 - RED</b></p> <p><b>Evaluation:</b> <b>Autumn 2017</b></p> <p>This will be started in the spring term.</p>

## Hatton School OUTREACH Improvement Plan (17/18) – Outcome of Pupils

Objectives	SST lead	Actions and Strategies	Timescales / Budgets	Training needs	Outcomes and Evidence	2017-2018
To develop systems where pupil outcomes can be reviewed to ensure that progress is being made and monitored	DG / OSS Team	<ul style="list-style-type: none"> <li>• Email staff to ask how people are doing this</li> <li>• Whole team meeting to look develop ideas</li> <li>• Draft ideas developed</li> <li>• Trialled through summer term</li> <li>• Introduced for Autumn 2018</li> </ul>	<p>Spring 18</p> <p>Spring 18 Spring / summer 18 Summer 18</p> <p>Autumn 18</p>	<p>Whole staff meeting</p> <p>Discussed with mainstream schools</p>	<ul style="list-style-type: none"> <li>• Records of emails, meeting and ideas</li> <li>• Draft forms</li> <li>• New form being trialled and examples</li> <li>• Paperwork in use</li> </ul> <p><b>Rag:</b>  <b>Autumn 2017 – Red</b>  <b>Spring 2018 - Amber</b></p> <p><b>Evaluation:</b>  <b>Autumn 2017 – no action yet</b>  <b>Spring 2018 -</b></p>	

## Hatton School OUTREACH Improvement Plan (17/18) – Effectiveness of Leadership and Management

Objectives	SST lead	Actions and Strategies	Timescales / Budgets	Training needs	Outcomes and Evidence	2017-2018
To review the direct referral process and develop a team to support mainstream schools	DG / KR	<ul style="list-style-type: none"> <li>• Appraisal meeting with KR to discuss ideas</li> <li>• DG &amp; KR to draft new direct referral pathway / flow chart</li> <li>• New paperwork developed</li> <li>• Discussion with OSS members to join Direct referral team</li> <li>• New paperwork developed for reviewing who is being seen and by who</li> <li>• Database to be reviewed and updated</li> <li>• New Direct referral form to be sent out to schools</li> <li>• New team working within schools and reviewing referrals more regularly</li> </ul>	<p>Autumn 17</p> <p>Autumn 17</p> <p>Autumn 17</p> <p>Autumn 17</p> <p>Spring 18</p> <p>Spring 18</p> <p>Spring 18</p> <p>Summer 18</p>	<p>Direct referral team to meet and discuss completing reports etc.</p> <p>Any training that comes up to be attended by the team – ST – Downs DG + 1 – dyslexia (free)</p>	<ul style="list-style-type: none"> <li>• For the direct referral system to be reviewed and a more efficient method put in place – <ul style="list-style-type: none"> <li>- New paperwork</li> <li>- Direct referral team set up</li> <li>- Better communication with Admin</li> </ul> </li> <li>• For the service to be able to respond quicker to direct referrals</li> </ul> <p><b>Rag:</b>  <b>Autumn 2017 – Amber</b>  <b>Spring 2018 - Amber</b></p> <p><b>Evaluation: Autumn 2017</b> - appraisals took place, KR to lead on this and DG / ST / HJ to also work within the team. Paperwork reviewed and where needed a second form has been developed to gather more information. New direct referral leaflet drawn up and to be sent out to schools Spring term.  <b>Spring 2018</b> – admin papers reviewed to ensure everyone knows who is working with whom and when they were seen.</p>	
To develop the outreach website to provide more up to date information for parents and professionals	DG	<ul style="list-style-type: none"> <li>• To work with ICT team to develop ideas for updating the website</li> <li>• As part of appraisal staff to work on developing magazine for the website</li> <li>• DG &amp; ODT to develop one page info sheets to go on the website for parents and professionals to access</li> </ul>	<p>Autumn 17</p> <p>Autumn 17 / spring 18</p> <p>Spring 18</p>	<p>Training through schools ICT team</p>	<ul style="list-style-type: none"> <li>• For the Outreach website to be kept up to date with relevant and topical information for parents and professionals</li> </ul> <p><b>Rag:</b>  <b>Autumn 2017 - Amber</b>  <b>Spring 2017 - Amber</b></p> <p><b>Evaluation: Autumn 2017</b> – met with ICT team to determine the guidance regarding on line magazines and leaflets  <b>Spring 2018</b> – Draft magazine developed by FW and first draft leaflet for Direct referrals developed</p>	

<p>To work closely with the LA in the restructuring of the Outreach Service and SEND support across Redbridge</p>	<p>DG / AW</p>	<ul style="list-style-type: none"> <li>• DG / KR / AW to attend regular outreach / LA meetings</li> <li>• Feedback findings and plans to SST and OSS team</li> <li>• Work with LA on a range of working parties and consultations</li> <li>• Work closely with other Outreach teams</li> <li>• Preparation for Local Area SEND inspection</li> </ul>	<p>Continuing work throughout the year - ongoing</p>	<p>With LA</p>	<ul style="list-style-type: none"> <li>• To work with the Local authority to ensure that the service is still able to support the children within mainstream schools and train and work with the staff in the schools supporting the children</li> <li>• Evidence – through – <ul style="list-style-type: none"> <li>- Minutes of meetings</li> <li>- Reports for LA</li> <li>- SEND inspection folders</li> </ul> </li> </ul>
					<p><b>Rag:</b>  <b>Autumn 2017 - Amber</b>  <b>Spring 2018 - Amber</b></p> <p><b>Evaluation: Autumn 2017</b> – regular meetings with LA and Outreach services, meetings with LA officers. Regular correspondence with AW, OSS and LA. Have been part of the LA working party for Reviews</p>

## Hatton School OUTREACH Improvement Plan (17/18) – Personal Development, Behaviour & Welfare

Objectives	SST lead	Actions and Strategies	Timescales / Budgets	Training needs	Outcomes and Evidence	2017-2018
To embed 5P Approach and similar behaviour approaches across mainstream schools	DG	<ul style="list-style-type: none"> <li>Supporting Staff in mainstream schools implementing and use the 5P Approach to manage behaviour across the schools.</li> <li>Training delivered to Hatton OSS</li> <li>Training to delivered to mainstream schools</li> <li>New paperwork given to OSS staff and discussed at team meetings</li> <li>Basic packs developed that can be given to schools to use through OSS training</li> <li>OSS to use the Green Zone monitoring learning walk forms to help support schools developing behaviour and environments</li> </ul>	Ongoing  Autumn 17 / spring 18 Spring 18 / summer 18 Spring 18	DG to attend 5P training  Opportunities to deliver training across service and school – DG  School extended meetings with Linda Miller	<ul style="list-style-type: none"> <li>Practitioner course certificate.</li> <li>Register/evaluation sheets from training sessions.</li> <li>Increased confidence amongst staff in understanding of behaviours and appropriate strategies – Green zone and Intervention Hierarchy monitoring.</li> <li>Outreach to use green zone monitoring walks which are fed back to schools and also used to support direct referrals –</li> <li>Training to be delivered to OSS and mainstream schools</li> </ul>	
					<p><b>Rag:</b> <b>Autumn 2017 - Amber</b></p> <p><b>Evaluation: Autumn 2017</b> - Head of outreach undertook 5P practitioner course in October 2017. Behaviour Green Zone learning walks started in Spring 2018. Taster Training sessions planned for spring <b>Spring 2017</b> – Linda Miller has delivered sessions to whole school in Autumn and Spring.</p>	
To ensure that communication through the team is more efficient and reduces the amount of paperwork produced	DG / KR / NM	<ul style="list-style-type: none"> <li>More information to be sent to OSS via email</li> <li>OSS Admin appraisal to focus on more digital storage and correspondence</li> <li>Staff to be signposted to things on school server rather than printed off</li> <li>New memory sticks ordered to ensure staff can transfer resources to schools</li> </ul>	Ongoing  Spring 2018  From Spring 2018  Spring 2018  Memory sticks 20 for	Through appraisal with NM & LP  Info. passed to OSS in team mtgs	<ul style="list-style-type: none"> <li>For all staff in the team to communicate more via email and deliver resources to mainstream schools electronically                             <ul style="list-style-type: none"> <li>Evidence through – appraisals</li> <li>Memory sticks in use</li> <li>Team meeting</li> </ul> </li> </ul>	
					<p><b>Rag:</b> <b>Autumn 2017 - Red</b> <b>Spring 2018 - Amber</b></p> <p><b>Evaluation: Autumn 2017</b> – not started to develop <b>Spring 2018</b> – meeting with LP and KR to discuss more efficient working with Admin in OSS. Memory sticks ordered.</p>	

			£80 –OSS budget		
To run a healthy minds exhibition that will be open to parents and professionals	KR / ODT	<ul style="list-style-type: none"> <li>• Healthy Minds training</li> <li>• Healthy minds training delivered to parents and staff</li> <li>• Appraisal targets focusing on Exhibition</li> <li>• Working group set up for this and action plan drafted</li> <li>• Venue to be booked and information sent out to schools</li> <li>• Resources prepared</li> <li>• Any key note speakers / vendors booked</li> <li>• Exhibition to be held in summer term 2018</li> <li>• Evaluation of the exhibition</li> <li>• Hatton OSS member to be trained though CAMHS</li> </ul>	Spring 2017	NAS NAS training delivered by KR/NH	<ul style="list-style-type: none"> <li>• The healthy Minds exhibition will be open to Hatton School, mainstream schools, parents and professionals. This will enable all people attending to experience different strategies to support children at home and in schools</li> </ul>
			Autumn 2017		
			Autumn 2017	Staff working group to organise events	<ul style="list-style-type: none"> <li>- meeting minutes</li> <li>- Action plans</li> <li>- Photographs</li> <li>- Posters and flyers</li> <li>- Evaluations</li> <li>- Resources</li> <li>- Training evidence</li> </ul>
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## Hatton School OUTREACH Improvement Plan (17/18) – Teaching, Learning and Assessment

Objectives	SST lead	Actions and Strategies	Timescales / Budgets	Training needs	Outcomes and Evidence	2017-2018
To look at new assessments that can be used to support children within mainstream schools	DG / ODT	<ul style="list-style-type: none"> <li>• to regularly review assessments at team meetings to support children in mainstream and assessments used by mainstream</li> <li>• circulate and regular updates</li> <li>• work with LA to look at new ideas as P-levels change</li> <li>• folder of assessments to be devised</li> <li>• team meeting opportunities to discuss and use different assessments</li> </ul>	<p>Ongoing</p> <p>Ongoing Summer 2018</p> <p>Ongoing Spring 2018 / summer 2018</p>	<p>Through team</p> <p>As new ideas come through to be reviewed</p> <p>LA and schools to work together</p>	<ul style="list-style-type: none"> <li>• To ensure that Hatton Outreach is regularly reviewing and updating its use of assessments, working closely with mainstream schools as p-levels are phased out and alternatives brought in.</li> </ul> <p>Evidence through – appraisals</p> <ul style="list-style-type: none"> <li>- meeting minutes and presentations</li> <li>- folder of assessments</li> <li>- evidence from LA / working group</li> </ul>	<p><b>Rag:</b></p> <p><b>Autumn 2017 – Amber</b></p> <p><b>Spring 2018 - Amber</b></p> <p><b>Evaluation: Autumn 2017</b> – regular emails sent around to staff and updates from team meeting</p> <p><b>Spring 2018</b> – correspondence with LA &amp; schools to set up working group</p>
To review existing training packages to ensure that these are up to date and relevant	OSS Team	<ul style="list-style-type: none"> <li>• Training packages to be reviewed when taster sessions being prepared</li> <li>• Resources ordered to update these</li> <li>• Existing powerpoints to be sorted so old training is archived</li> </ul>	<p>Ongoing</p> <p>Spring 2018</p> <p>ongoing</p>	<p>Training opportunities for staff to research and attend tasters</p> <p>Orders through OSS budget</p>	<ul style="list-style-type: none"> <li>• For Hatton training materials to be up to date and ensure that the shared drive has the most up to date on it</li> </ul> <p>Evidence from - ODT / OSS team meetings</p> <ul style="list-style-type: none"> <li>- New training packages</li> <li>- Appraisals</li> </ul>	<p><b>Rag:</b></p> <p><b>Autumn 2017 – Amber</b></p> <p><b>Spring 2018 – Amber</b></p> <p><b>Evaluation: Autumn 2017</b> – as training has gone on packages have been reviewed and updated</p> <p><b>Spring 2018</b> - – as training has gone on packages have been reviewed and updated</p>

## Hatton School OUTREACH Improvement Plan (17/18) – Data handling

Objectives	SST lead	Actions and Strategies	Timescales / Budgets	Training needs	Outcomes and Evidence	2017-2018
To review how data is stored and complies with Data protection and school / service policies	DG / LP	<ul style="list-style-type: none"> <li>• to set up a disposal log and clear systems for this</li> <li>• work through existing archived boxes and remove LA statements and EHCP's</li> <li>• record and dispose old statements EHCP's</li> <li>• work with AW / LP to write new policy</li> <li>• ensure that any new policy / practice is fed back to OSS staff</li> </ul>	Autumn 2017  ongoing  Ongoing  Spring 2018  Ongoing	Working with LP  Costs of disposal to be calculated through OSS budget	<ul style="list-style-type: none"> <li>• Archived storage and data disposal will be in line with the schools policy and ensure that is complies with Data handling regulations. Evidence from – Data disposal logs                             <ul style="list-style-type: none"> <li>- New policy</li> <li>- New archiving system</li> </ul> </li> </ul>	
					<p><b>Rag:</b>  <b>Autumn 2017 – Amber</b>  <b>Spring 2018 - Amber</b></p> <p><b>Evaluation: Autumn 2017</b> – old EHCP,s and statements disposed of and recorded on disposal log. Discussions regularly around this at heads of Outreach meeting.  <b>Spring 2018</b> - old EHCP,s and statements disposed of and recorded on disposal log.</p>	