



School Improvement Plan 2023/2024

Priority 1	To develop a robust assessment, tracking and monitoring procedure throughout all learning stages (nursery, primary and senior) in order to create personalised attainment pathways and access to curriculum.			
NIF Priorities		NIF Key Drivers		
<ul style="list-style-type: none"> Improvement in children and young people’s health and wellbeing Placing the human needs of every child and young person at the centre of education. 		<ul style="list-style-type: none"> Assessment of Children’s Progress School Leadership School Improvement Curriculum and Assessment Teacher and Practitioner Professionalism 		
HIGIOS 4 - Quality Indicators		Health and Social Care Standards		
1.3 Leadership of Change – implementing improvement and change 2.2 Curriculum – Development of the curriculum 2.3 Learning, Teaching and Assessment 2.4 Personalised support – Removal of potential barriers to learning 3.1 Ensuring wellbeing, equality, and inclusion – Wellbeing/inclusion and equality 3.2 Raising attainment and achievement – Equity for all learners		1.6 I get the most out of life because the people and organisation who support and care for me have an enabling attitude and believe in my potential. 1.19 My care and support meets my needs and is right for me. 1.22 I can be independent and have more control of my own health and wellbeing by using technology and other specialist equipment. 1.27 I am supported to achieve my potential in education and employment if this is right for me.		
Outcome	Achieve a full learning picture for each child which will inform personalised activities to challenge and engage.			
Tasks	By when	Impact – what does success look like?	Responsibility	Resources – staff/monetary if necessary
Develop robust assessment, tracking and monitoring throughout all learning stages.	June 2024	<p>A staff evaluation should illustrate an increase of self-reported knowledge and confidence in assessing the foundation milestones and continuum of engagement.</p> <p>Staff should, through reflection, discussion, and practice, show a deeper understanding of what assessment looks like and this should be illustrated within their online learner observations. There should be less confusion in how to evidence progression using the Foundation Milestones and Continuum of Engagement.</p>	Teachers/LCTPs	Internal INSET Training – led by Shona McMonagle Continual consultation and dialogue with learning and therapy staff.

		Throughout this staff development, there should be a correlation with a deeper understanding of how learning is occurring for all children and not just those in a particular class. We should see progression in each staff member's ability to plan and assess activities to challenge our learners and their individual learning styles through their observations and assessment .		
Evaluation				
Staff will be supported to extend their digital skills to support all areas of the assessment and tracking software.	June 2024	At present, staff are all at differing levels of knowledge and competency. Staff will show observably increased confidence, understanding, skill level and navigation of frequently used software programmes. They will be able to edit and upload media and convert file types. Survey targeting digital skill competency taken at the start of the 2023/2024 academic year will be repeated at the end of the year. Analysis should show increased confidence and competency. We should see robust observations with appropriate accompanying media as a result.	Teachers/LCTPs	Internal INSET Training – led by Shona McMonagle Continual consultation and dialogue with learning and therapy staff.
Evaluation				
From robust assessment and tracking, each child's plan will be further developed to improve collaborative target setting.	June 2024	For each child, there will be a robust collaborative plan. This plan will be underpinned by the My World Triangle and Shanarri Wellbeing Indicators (GIRFEC). Targets set will link with analysis from educational and therapeutic assessment and tracking to ensure personalised learning programmes can be accessed.	Teachers/Therapists/LCTPs	Collaborative meeting time to be set aside to discuss each child and design achievable short-term targets to support longer term targets.
Evaluation				



Priority 2		Embed an emergent Literacy programme at all stages (nursery, primary ad secondary) in the curriculum which will underpin pupil voice and promote child centred learning.		
NIF Priorities		NIF Key Drivers		
<ul style="list-style-type: none"> Improvement in attainment Closing the attainment gap between the most and least disadvantaged children Improvement in children and young people’s health and wellbeing Placing the human rights and needs of every child and young person at the centre of education. 		<ul style="list-style-type: none"> Curriculum and Assessment Teacher and Practitioner Professionalism Parent/Carer involvement and Engagement School and ELC Improvement 		
HIGIOS 4 - Quality Indicators		Health and Social Care Standards		
1.2 Leadership of Learning 2:2 Curriculum 2.4 Personalised support – Removal of potential barriers to learning 2.5 Family Learning – Engaging families in learning 3.1 Ensuring wellbeing, equality, and inclusion – Wellbeing/inclusion and equality 3.2 Raising attainment and achievement – Equity for all learners		1.27 I am supported to achieve my potential in education and employment if this is right for me. 2.8 I am supported to communicate in a way that is right for me, at my own pace, by people who are sensitive to me and my needs 2.11 My views will always be sought, and my choices respected, including when I have reduced capacity to fully make my own decisions.		
Outcome	All five areas of comprehensive literacy instruction will be embedded into the daily/weekly class timetable.			
Tasks	By when	Impact – what does success look like?	Responsibility	Resources – staff/monetary if necessary
Develop a comprehensive approach to emergent literacy instruction, targeting shared reading and writing.	June 2024	<p>External training of staff cohort who are confident and knowledgeable in this area will allow them to effectively implement and drive this programme through all learning stages.</p> <p>Shared writing and reading will be embedded into the daily curricular activities in the classroom and structured in such a way that each child and young person can access it successfully.</p>	SLT – Lead Teachers and LCTPs to deliver and facilitate	<p>External PODD training for all staff</p> <p>External Emergent Literacy training</p> <p>Internal INSET training led by SLT.</p> <p>Weekly professional dialogue to continue to develop skill level and trouble shoot.</p>



		Children and young people will show awareness of language, and that text and print has meaning. This will correspond with observation and assessment data		
Evaluation				
Develop opportunities for pupil voice in naturally occurring situations throughout the day.	June 2024	Children are using their awareness of text and language to express themselves and influence their world around them at any point in their day. Increased parental awareness, confidence, and engagement to facilitate and incorporate PODD into all aspects of the child's life.	SLT – Lead Teachers and LCTPs to deliver and facilitate	External PODD training for all staff External Emergent Literacy training Internal INSET training led by SLT. Weekly professional dialogue to continue to develop skill level and trouble shoot.
Evaluation				



Priority 3		To develop a supported transition process for school leavers by increasing partnerships with external providers and stakeholders	
NIF Priorities		NIF Key Drivers	
<ul style="list-style-type: none"> Improvement in children and young people’s health and wellbeing Improvement in skills and sustained, positive school-leaver destinations for all young people 		<ul style="list-style-type: none"> Parental/carer involvement and engagement School Leadership Teacher and practitioner professionalism 	
HIGIOS 4 - Quality Indicators 1.2 leadership of Learning 2.6 Transitions 3.1 Ensuring wellbeing, equality and inclusion		Health and Social Care Standards 1.17 I can choose from as wide a range of services and providers as possible, which have been planned, commissioned and procured to meet my needs. 1.18 I have time and any necessary assistance to understand the planned care, support, therapy or intervention I will receive, including any costs, before deciding what is right for me. 7 Experiencing my care and support 1.19 My care and support meets my needs and is right for me. 1.27 I am supported to achieve my potential in education and employment if this is right for me. 2.20 If I need or want to move on and start using another service, I will be fully involved in this decision and properly supported throughout this change. 2.8 I am supported to communicate in a way that is right for me, at my own pace, by people who are sensitive to me and my needs. 3.1 I experience people speaking and listening to me in a way that is courteous and respectful, with my care and support being the main focus of people’s attention. 3.13 I am treated as an individual by people who respect my needs, choices and wishes, and anyone making a decision about my future care and support knows me. 3.25 I am helped to feel safe and secure in my local community 3.4 I am confident that the right people are fully informed about my past, including my health and care experience, and any impact this has on me 3.6 I feel at ease because I am greeted warmly by people and they introduce themselves. 3.7 I experience a warm atmosphere because people have good working relationships. 4.1 My human rights are central to the organisations that support and care for me. 4.3 I experience care and support where all people are respected and valued. 4.5 If possible, I can visit services and meet the people who would provide my care and support before deciding if it is right for me 4.13 I have enough time and support to plan any move to a new service.	



4.27 I experience high quality care and support because people have the necessary information and resources.

Outcome Ensure our young people have a positive destination upon leaving school that crucially will continue their development and support well being and inclusion.

Tasks	By when	Impact – what does success look like?	Responsibility	Resources – staff/monetary if necessary
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Develop individualised transition plans for each young person that will consider their specific care and communication needs	June 24	<p>Establish a personalised transition plan for each young person comprised of information from educators, support professionals, and community stakeholders who have provided guidance and assistance to young people as they transition from school to their chosen destination.</p> <p>The facilitation of a supported programme of visits to allow the young person to transition with minimal stress and anxiety. The young person will be supported by a familiar staff member.</p> <p>The young person will transition to their positive destination with minimal anxiety. The new staff will have a thorough understanding of the child, their means of communication and strategies to help them continue their learning.</p>	Collaboration between parents/carers, Centre staff, relevant external professionals, and providers	<p>Alison</p> <p>Barbara Ann</p> <p>Jen</p> <p>Therapy leads</p> <p>Class staff</p>
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Evaluation



Priority 4		To further develop the senior curriculum to give opportunities for wider development and partnerships.		
NIF Priorities		NIF Key Drivers		
<ul style="list-style-type: none"> Closing the attainment gap between the most and least disadvantaged children Improvement in children and young people’s health and wellbeing 		<ul style="list-style-type: none"> School Leadership School Improvement 		
Quality Indicators		Health and Social Care Standards		
<p>1.2 Leadership of learning – Children and young people leading learning</p> <p>2.5 Family learning – Engaging families in learning/quality of family learning programmes</p> <p>2.7 Partnerships – The development and promotion of partnerships</p>		<p>1.6 I get the most out of life because the people and organisation who support and care for me have an enabling attitude and believe in my potential.</p> <p>1.10 I am supported to participate fully as a citizen in my local community in the way that I want.</p> <p>1.25 I can choose to have an active life and participate in a range of recreational, social, creative, physical, and learning activities every day, both indoors and outdoors.</p> <p>2.3 I am supported to understand and uphold my rights.</p> <p>2.8 I am supported to communicate in a way that is right for me, at my own pace, by people who are sensitive to me and my needs.</p>		
Outcome	Students of our senior phase class will develop their learning and skills, generalising them to a wider environment.			
Tasks	By when	Impact – what does success look like?	Responsibility	Resources – staff/monetary if necessary
Develop opportunities for generalisation of skills for lifelong learning in unfamiliar settings.	June 2024	<p>Senior Phase students will attend and experience a residential adventure trip in 2024.</p> <p>Senior phase students will gain an SQA National 1 award (Personal development: Residential experience).</p> <p>Staff will be confident in their approaches to support students to use their communication to foster independent voice, choice and decision making.</p> <p>Parent/ carer feedback to inform on next steps.</p>	Eleanor Owen Identified LCTPs Parents/carers	Cost of Residential dependent on numbers attending.

