



Context

Context: Battledown Centre for Children and Families cater for pupils with a range of severe and complex learning difficulties aged 2 yrs. to 11 yrs. Battledown currently has 67 pupils on roll, in addition we are working with the LA and mainstream schools with outreach services to support some vulnerable pupils in mainstream, to assist the Mainstream school to be able to include the child with additional needs, where appropriate.

We joined the SANDMAT academy in April 2020. The leadership team and governors are realistic in their aspirations and have worked hard to move the school forward. There are still areas to develop to ensure the pupils receive the highest possible education and opportunities. Links have improved with the community enabling different opportunities for the pupils. The building has restrictions due to it being an old hospital, however we have utilised every available space within our limits to provide the best for the pupils.

The LAB is continuing to develop its monitoring of the school, with Governors being linked to subject co-ordinators to be critical friends and ask probing questions. The staff team is very stable, committed and increasingly skilled to support the changing complexity of need in our intake. Staff are receiving ongoing training and are fully supported by the LAB when they look to obtain further qualifications

We have 8 classes of mixed aged pupils for pre-school to year 5. Classes have been organised according to learning style and staffed appropriately. We have a class following a TEACCH approach, developing independent working, classes which require a sensory approach to learning, a class that requires a high level of sensory breaks and developing readiness to learn and classes that require a high focus on Communication.

Battledown pupil population is currently 11 Females, 56 males (total 67) 8 of our children have children are EAL, 46 of our children have a diagnosis of ASD (4 females, 36 males) the other pupils have Retts, Down Syndrome, Medical needs, and Global Delay, or are awaiting diagnosis.

The high percentage of older children impacts the learning environment as the school building is not designed to accommodate the children’s physical needs which impacts behaviour in the classrooms, therefore creating a barrier to learning. The maximum amount of development and modifications have been carried out to enhance the environment as much as possible. Discussions with the LA are ongoing to review and modify the commissioning brief.

The current cohort is:

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| Reception | 5 | Year 3 | 18 |
| Year 1 | 4 | Year 4 | 16 |
| Year 2 | 17 | Year 5 | 6 |

29 children are Pupil Premium

Additional Note: Covid-19

We are through the effects of Covid-19 and have assessments and procedures should we need to revert.

Three year Aims September 2023- August 2026

- Driven by dynamic governance and strong leadership, the school will continue to develop a strong and resilient structure, where each child is a powerful learner and adults can learn and develop as teachers and leaders.
- Our response to external factors allows us to maintain our innovative and inspirational provision.
- Driven by our aims and values, we will continue to ensure we are providing a broad and balanced curriculum, removing obstacles and barriers for all children to reach their full potential.

School Improvement Priorities September 2023 - July 2024

1. To continue embedding effective communication practice across school, ensuring consistence in use of timetables and symbols.
2. To further develop the mathematical scheme of work to ensure we can extend children's learning and record all steps of progress effectively.
3. To extend connections with the community to develop physical activities for all pupils.
4. To ensure recording of children's voice across the whole of school life.
5. To actively engage parents into school life.
6. To further develop writing and handwriting across school.

Statement about when the SDP targets are reviewed

- SDP targets are reviewed monthly at SLT meetings with a mid-year review (documented) and end of year review, and at each LAB meeting (6 times a year).
- Chair of LAB attends the SDP Review meeting in Term 6.
- In addition, the SDP is reviewed with an external SIP advisor 3 times a year.

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| Priority 1 <i>To continue embedding effective communication practice across school, ensuring consistence in use of timetables and symbols</i> | Area to be developed and its derivation: Quality of Education, Behaviour and Attitude |
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September - Where we are starting from:
The school has made a good attempt at ensuring there is a Total Communication environment for all the children and families. There are whole class timetables in every class. Individual timetables where appropriate. There is the use of First/Then boards which are varied across school, communication books are beginning to be used for snack and lunch time. Some staff have lanyards with symbols on, timers and visuals are used. Objects of Reference/signing are used inconsistently across school.

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| Leader: Carissa Palmer -Little/Jo Doyle | Link on LAB: My Communication - Daryl | |
| Objectives | Success Criteria/Child Benefit | Evidence of success |
| To ensure whole class timetables are manipulated consistently throughout the day. | Children will understand what is happening next in the routine. | Learning walks will show timetables are manipulated consistently across school. |
| To ensure all children who need an individual timetable, have one and it is used consistently throughout the school day/week. | Children will become independent in using their timetables to transition to different activities through the day. | Children will be using timetables to aid transitions and make smoother transitions. |
| Objects of reference/symbols to be used consistently across school when changing activity/ transitioning around school. | Transitions will be smooth across school as staff use symbols and Objects of Reference to aid understanding. | Evidence of the use of Objects of Reference/symbols making transitions and learning smoother and children independently transitioning when shown a symbol/object. |
| To ensure all staff have regular signing training and use signs within the school day to enhance learning. | Staff will feel confident in using signs during the school day to enhance learning, and aid understanding. | Evidence of signing when doing lesson observations and learning walks. |

| Priority 1 | | <i>To continue embedding effective communication practice across school, ensuring consistence in use of timetables and symbols.</i> | | | | |
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| Timescale | | Key Actions | Person responsible | Resources/ Cost | Evaluation/Impact | |
| Start | End | | | | Spring/Summer Review | |
| 5/9/23 | 5/9/23 | A brief Communication training will be carried out during the INSET day- reminder of communication essentials | CPL | 0 | This was delivered at the Inset day, with reminders sent to class teams | |
| 18/9/23 | 2/10/23 | Learning walks to be carried out to monitor use of timetables within classes and identify pupils needing individual timetables and if these are in use | CPL, KC, JD | 0 | Learning walks have been carried out with a focus on environment and interaction, feedback has been given to teachers. | |
| 12/9/23 | 14/9/23 | A back-to-basics communication training will be delivered to Teachers during Teacher meeting and Total communication training carried out for all new LP's and staff needing refresher | CPL, KC, JD | 0 | KC has delivered training and this needs to be repeated for new staff and as a reminder | |

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| 2/10/23 | 23/10/23 | Ensure all classes have a set of objects of Ref within their classes and have the symbols made up that are required to meet individual communication needs | CPL, KC, JD | 0 | CPL has made these and they are all on SharePoint in different sizes for classes to access All classes have a list of Objects of References that should be used if appropriate in their class |
| 23/10/23 | 22/7/24 | Provide weekly signing practise during staff briefings, display key signs linking to termly topics, | CPL, KC, JD | | Sign of the week has been introduced and all classes have it displayed in their class and are shown in briefing with an explanation |
| Sept 23 | July 24 | Provide any new staff with Total Communication training when they start and are given the basics of a Total Communication Environment. | CPL, KC, JD | | Ongoing |
| June 24 | July 24 | Review impact of actions above. Plan key areas for next academic year – how can we improve? | CPL, KC, JD | | |

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| Priority 2 | | <i>Area to be developed and its derivation: Quality of Education</i> | | | |
| Target: To further develop the mathematical scheme of work to ensure we can extend children's learning and record all steps of progress effectively | | | | | |
| September - Where we are starting from: | | | | | |
| We have a pathway for my thinking in place, across school, which needs to be extended to ensure children are being stretched and learning is being recorded. Subject co-ordinator has reached various programmes and visits to other schools. | | | | | |
| Leader: Zoe Tyler | | Link on LAB: My Thinking – Mike and Amy | | | |
| Objectives | | Success Criteria/Child Benefit | | Evidence of success | |
| To ensure the school has a clear extension to the current maths scheme to ensure children's learning is extended to cater for all abilities. | | The SOW shows an extension of activities to show progression and record all steps of progress effectively. All children will show progress in their mathematical learning | | All children are showing progression in their Mathematical learning shown through data progress meetings and subject leader reports. | |

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| Priority 2 | | To further develop the mathematical scheme of work to ensure we are able to extend children's learning and record all steps of progress effectively | | | | |
| Timescale | | Key Actions | Person responsible | Resources/ Cost | Evaluation/Impact | |
| Start | End | | | | Spring/Summer Review | |
| Jul 23 | Jul 24 | Visit to see Corrin Holliday (maths lead) at Paternoster to look at Power Maths and White Rose schemes | ZT | £0 | ZT has visited Paternoster to look at Power Maths, not suitable for us. Too paper based, white Rose too large for us | |
| Jul 23 | Jul 24 | Visit to see Molly Macaulay (Maths lead) at Belmont / Sladewood to look at their curriculum / long term plan and documents they have created to support teaching. | ZT | £0 | This teacher has moved to Sladewood and we have now received their maths pathway and we have been looking at our pathway alongside theirs | |

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| 1/12/23 | 1/12/23 | CanDo Maths scheme conference | ZT | £100 | Attended |
| Sept 23 | Jul 24 | Make adaptations to current My Thinking curriculum to ensure thorough coverage of all maths areas. | ZT/JP | £0 | This has been started with the pathway from Sladewood |
| Term 5 | Term 5 | Plan and carry out a whole school 'number day'. | ZT / all staff | TBC | This will be in the summer term |
| Ongoing | Ongoing | Attend maths challenge and support groups. | ZT | £0 | There have not been any as yet, there is due one within term 5 |
| July 24 | July 24 | Review impact of actions above. Plan key areas for next academic year – how can we improve? | ZT | £0 | |

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| Priority 3 Target: to extend connections with the community to develop physical activities for all pupils | <i>Area to be developed and its derivation: Quality of education</i> |
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September - Where we are starting from:
Limited community links with Cheltenham Ladies College, Cheltenham College.
Riding for the disabled, swimming and trips to local Cheltenham festivals that link to the curriculum.
Links with local supermarket for healthy eating resources.
Link with GE Aviation to help with Allotment and outside resources

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| Leader: Joe Page | Link on LAB: Myself and My Body – Mike and Richard |
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| Objectives | Success Criteria/Child Benefit | Evidence of success |
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| To establish links with the local community. | There will be good links with the local community and access to local areas, with pupils feeling part of the community. | Good links with the community with visitors to school and school accessing more activities in the community. |
| To develop physical activities for all pupils. | Children will have extensive opportunities to try different physical activities and experience new sports. | Subject Co-ordinator to show progression in data meetings. |
| To extend the current scheme of work to ensure extension. | The SoW will show a full range of activities to ensure all children can reach their potential. | SoW reflective of children's need and growing ages and abilities. |

| Priority 3 | | To extend connections with the community to develop physical activities for all pupils | | | |
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| Timescale | | Key Actions | Person responsible | Resources/ Cost | Evaluation/Impact |
| Start | End | | | | Spring/Summer Review |
| Sept 18 th | Oct 1st | Communicate with Max Pemberton to ensure Battledown is added to the 'Special School Sport' groups. Sam & Laura (subject leads) to attend meetings. | JP, SH, LCH | 0 | Attended 3 so far and more are in the pipe line |

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| Oct 2 nd | Nov 6 th | Sign up to a minimum of 2 SEN sport events (along with other SEN schools in Gloucestershire). | JP, SH, LCH | £250 tbc | We have signed up to 3 sports events |
| Nov 7 th | July 24 | Create a link with a local sporting venue/business to enable pupils to access regular offsite physical activity | JP, SH, LCH | £tbc | |
| Jan 8 th | Feb 12 th | Create a PE Overview form that ensures coverage of all pathway strands throughout the academic year. Link each term to the external/internal sporting activities/events. | JP, SH, LCH | 0 | JP has completed this and it is now part of the curriculum overview document |
| Feb 13 th | Mar 25 th | To plan a whole school sports day (summer term), in cooperating a variety of sports skills and community links (Allsorts, SSN) | JP, SH, LCH | £200 tbc | We need to identify a date |
| Mar 26 th | Jun 10 th | Continue to enter regular sporting events – ensuring fair coverage for 50% of pupils to access. | JP, SH, LCH | £250 tbc | |
| June 11 th | July | Review impact of actions above. Plan key areas for next academic year – how can we improve? E.g., linking external events with our ‘Myself and My Body’ outcomes. | JP, SH, LCH | 0 | |

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| Priority 4 To ensure recording of children’s voice across the whole of school life | <i>Area to be developed and its derivation: Quality of education</i> |
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September - Where we are starting from:
 We have a school council established and have regular meetings.
 Friendship groups and reflection time through behaviour management.

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| Leader: Carissa Palmer-Little | Link on LAB: My Communication - Daryl |
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| Objectives | Success Criteria/Child Benefit | Evidence of success |
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| To embed school council meeting into school life. | School council meetings will be held regularly and recorded appropriately. | School council minutes and photos. |
| To record the children’s voice consistently across school in relation to behaviour, Behaviour plans and reflection sessions. | Children’s voice will be recorded alongside Behaviour plans, and reflection sessions will be held in classes or individually. | Behaviour plans and records to have children’s voice on consistently across school. |
| To record children’s voice on changes to the school and life in school. | Children’s voices will be recorded to show their opinions in school life and activities. | Children’s voices will be reflected on decisions made in school or activities and changes to the school/resources etc. |

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| Priority 4 | | To ensure recording of children’s voice across the whole of school life | | | | | |
| Timescale | | Key Actions | | | Person responsible | Resources/ Cost | Evaluation/Impact |
| Start | End | | | | | | Spring/Summer Review |

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|-------------|---------|--|--------|---|---|
| Sept 23 | Oct 23 | Teachers to put forward children for targeted intervention – with improving social, emotional wellbeing. Schedule to be created and pupils to have a weekly session. | EW | 0 | Belmont HH interventions Play therapist – after half term |
| Feb 24 | Mar 24 | Mid-year review of how successful intervention groups are and adjust if necessary. | EW | 0 | Adjustments made 4 classes send referral sensory messy play sessions and play therapy |
| Feb 24 | Mar 24 | Create a tailored ‘PUPIL VOICE’ sheet to be attached to the EHCP review section – similar to PEP format | EW | 0 | NT to action with EW |
| Jul 23 | Aug 24 | Create a bank of resources/research into different ways to record the student voice as appropriate to Battledown | HH/LCH | 0 | |
| 25/9/23 | Oct 23 | Re-instate a new Student Council for 23/24 – create an action plan for future meetings ensuring breadth of topics covered. Display of School Councillors to be updated. | HH/SH | 0 | HH is co-ordinating and display is in the foyer |
| Jan 24 | Jan 23 | Host a School Council event/fundraiser – cake sale/Toy Swap | HH/SH | 0 | To be arranged |
| February 24 | May 24 | Following on from feedback of previous event, support children to plan and host another – possibly inviting parents in to share their success. Ideas include hosting a gallery of the years ‘best bits’ for people around school to enjoy. Each class to have a board to decorate. | HH/SH | 0 | |
| July 24 | July 24 | Review impact of actions above. Plan key areas for next academic year – how can we improve? | CPL | 0 | |
| July 24 | July 24 | Share successes from Interventions across the school. | EW | 0 | |

Priority 5
To actively engage parents into school life

Area to be developed and its derivation: Quality of education

September - Where we are starting from:

64 families, a higher percentage of ethnic minority parents, class dojo as a daily communication, yearly EHCO reviews and reports. INFOCUS meetings termly, Fete and pamper night.

Limited engagement with school overall outside of Dojo and EHCP meetings. Attendance at school is low, due to nature of children’s complex needs, geographical catchment, and non-English speaking parents, along with full time working parents.

Leader: Joe Page/ Nikki Teague

Link on LAB: Me and My Community - Richard

| Objectives | Success Criteria/Child Benefit | Evidence of success |
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| To help parents engage in school life with their child effectively to their needs and abilities. | There will be a higher number of families involved in school life, through activities and engagement about learning. | Parent questionnaires |

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| Priority 5 | | To actively engage parents into school life | | | |
|------------|-----------|---|--------------------|--------------------|--|
| Timescale | | Key Actions | Person responsible | Resources/ Cost | Evaluation/Impact |
| Start | End | | | | Spring/Summer Review |
| Sept 2023 | July 2024 | EHCP meetings to be face to face | Teachers | | EHCP meetings are held face to face unless parents request Teams or phone call |
| 23/09/23 | 23/09/23 | Hold a fete day for families | DB/JD/SB | | Fete held in September – very successful |
| Oct 2023 | Oct 2023 | Harvest festival – parents to be invited in and send donations for food banks | NT/Teachers | | Harvest festival held and donations given to food bank |
| Dec 2023 | Dec 2023 | Christmas performances to be opened to parents | All staff | | Christmas performances went well with high attendance |
| Sept 2023 | July 2024 | INFOCUS – sessions in school to inform families and share expertise | SB/SB/NT | | These are being held throughout the year with different foci for parents |
| Sept 23 | July 24 | School tour | NT | | Due to illness this did not happen but will schedule for term 5 |
| Sept 23 | July 24 | Curriculum days to be held termly (3 a year) to celebrate learning and share with families | Teachers | | We will have a number day, PD day and Science day by the end of the term |
| Sept 23 | July 24 | 3 stay and play sessions over the year where parents are invited in to see their children engaged in activities | All staff | | These have not happened, but will schedule for term 5 and 6 |

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| Priority 6 To further develop writing and handwriting across school | Area to be developed and its derivation: Quality of education |
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September - Where we are starting from:
Currently using Read Write Inc as a reading scheme with elements of Twinkle Phonics, need a handwriting scheme and a clear progressive pathway to writing to ensure children are all able to learn writing effectively

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| Leader: Carissa Palmer- Little | Link on LAB: My Communication - Daryl |
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| Objectives | Success Criteria/Child Benefit | Evidence of success |
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| To implement a new handwriting scheme across school. | All staff will be aware and using the handwriting scheme appropriately to help children learn the skill of handwriting. | Subject leader will have data to share. Teachers will have evidence on SOLAR. |
| To encourage more writing opportunities into the school day. | | Learning walks will show children's writing occurring across the curriculum. |

| Priority 6 | | To further develop writing and handwriting across school | | | |
|-------------|-----------|--|--------------------|--------------------|--|
| Timescale | | Key Actions | Person responsible | Resources/ Cost | Evaluation/Impact |
| Start | End | | | | Spring/Summer Review |
| 26/9/23 | 26/9/23 | Provide writing training for all teachers | CPL, HH | | This has been carried out at a Teachers meeting on a Tuesday |
| 18/9/23 | 22/12/23 | Embed Nelson Handwriting programme for those that it is appropriate for | CPL/HH | | Carissa has written this to link it to the RWI |
| 18/9/23 | 22/12/23 | Introduce teachers to Oxford Owl and develop regular use of this as a tool | CPL/HH | | Ongoing not being used regularly at present |
| 18/9/23 | July 24 | Develop Teacher confidence in Nelson handwriting programme through 1:1 teacher support as needed | CPL/HH | | |
| 2/10/23 | July 24 | Highlight and monitor prewriting activities carried out in classes not ready for formal handwriting programme through learning walks | CPL/HH | | |
| November 23 | July 2024 | Create bank of Prewriting activities of SharePoint for staff to access | CPL/HH | | |
| 11/6/24 | July 2024 | Review impact of actions above. Plan key areas for next academic year – how can we improve? | CPL/HH | | |

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