

THE FEDERATION OF KINTORE WAY NURSERY SCHOOL AND CHILDREN'S CENTRE AND THE GROVE NURSERY SCHOOL IMPROVEMENT PLAN 2020-2022

	ONE		TWO		THREE	
AIM	Leadership and Management To ensure the school is a safe and happy place for adults and children. There is effective communication between home and school Families feel confident sending their child to school, arrangements are in place for remote learning.		Quality of Education Each School has a curriculum that is anti-racist and anti-discriminatory ambitious and designed to give all learners, the knowledge and cultural capital they need to succeed in life.		Quality of Education The environment is communication friendly. Children's speech and language is improved through high quality day to day interactions. Resources are used to improve communication.	
	Success Criteria	Eval	Success Criteria	Eval	Success Criteria	Eval
We will know we are successful if	A robust risk assessment ensures the risk of transmission of Covid 19 at school is low and the measures are followed and reviewed in light of developments and research. Cases of Covid are low and any cases of Covid-19 are managed according to government guidelines.		An anti-racist curriculum is developed with a focus on developing a strong sense of self and identity and an awareness of others. The learning environment and teaching resources challenges stereotyping and promotes equality and diversity. The schools achieve the Gender Action Award.		The Schools are communication friendly and enabling environments. The Grove achieves the Evelina Award for communication	
	Parents, carers and staff are kept well-informed on all matters relating to school life.		Children have a strong sense of identity and an awareness of others. Children know that gender, race, culture etc. should not limit anyone's interests, capabilities or ambitions. Children understand that some children communicate in different ways.		Children with speech and language delay or needs are identified promptly and strategies and resources are put into place to ensure children make progress.	
	Well-being is a priority and staff and children can seek support as required.		Middle leaders have sound subject knowledge and a firm understanding of the school's curriculum and confidently lead their curriculum areas improving outcomes for children.		Staff help parents and carers to build confidence so that children can communicate more effectively at home.	
	Age appropriate remote learning is available for children of different ages and abilities.		The school's curriculum intent and implementation are embedded securely and consistently across the school. The provision, planning and interacting contribute well to delivering the curriculum intent. The school is ready to implement the revised EYFS in September		Children learn that there are different ways to communicate [e.g. Makaton, visuals] and develop skills and confidence in utilising these to initiate interaction. This helps to enhance peer relationships across the settings.	
Actions	Description	Who	Description	Who	Description	Who
	Robust risk assessments in place which are regularly reviewed and staff are involved in the process.		Equalities working party set up and meet to develop policies related to equalities.		Staff continue to use their toolkits and these are developed to include words linked to emotions.	

	<p>Risk assessments on website and shared with staff and parents. Info shared regarding developments with COVID-19.</p>		<p>Termly planning overview ensures activities throughout the year challenge stereotyping and promote children's sense of self and understanding of communities. INSET/ staff meeting time is given to develop resources and displays. Resources are audited and new resources including books promote diversity and equality.</p>	<p>Signs, symbols, Makaton and objects of reference are used to support communication. The Grove work in partnership with the speech and language and occupational therapy teams</p>	
	<p>New Federation Website planned and created (Grove office staff) Trial of app (See saw/ tapestry / google classrooms) Ensure all parents are accessing parent mail and staff are emailing parents and parents have information regarding staff work email</p>		<p>Planned activities take place throughout the year that focus on identity and awareness of others. 'All about me' books are created in the Spring term in partnership with parents. These books are used as a toolkit for children to develop a sense of identity and to learn about each other and in particular children with SEN/D. Sensory room and Soft play-mixed inclusive groups of children use the space together and learn how to communicate with each other.</p>	<p>SENDIF applications are made for children or groups of children to provide resources that children will want to talk about. Resources linked to popular culture are used to encourage children's speech and language and social communication.</p>	
	<p>SLT are available to talk to parents, regular phone calls are made to families choosing to stay at home. Referrals to 'back to school @Southwark are made where appropriate. A lead person for children's mental health is in each school Staff undertake Mental Health First Aid training</p>		<p>The curriculum is developed and reviewed for the Federation. Curriculum plans are in place which focus on the knowledge and skills children need. Middle leaders understand the curriculum for their subject areas and evaluate its implementation.</p>	<p>'Top Tips' and information to parents and carers are developed to help them support communication development with their children at home.</p>	
	<p>Bags of home learning activities are created and reviewed by families as they use them. SEND appropriate resources are included. Home learning sheets are also available and parents are sign posted to websites to support learning at home.</p>		<p>Staff training and meetings focus on the curriculum with a priority for the prime areas. Curriculum plans are shared with all staff and reviewed. Training on the revised EYFS provided by the Standards Team.</p>	<p>Staff teach children about the different ways we can communicate and encourage them to use these tools during their interactions, particularly when engaging with children with special educational needs.</p>	

	FOUR		FIVE		SIX	
AIM	<p><u>Behaviour and Attitudes</u> Children are able to self-regulate their emotions and staff confidentially support children with their behaviour using emotion coaching strategies and techniques.</p>		<p><u>Personal Development</u> Well-being, mental health and resilience is prioritised for staff and children across the Federation. Effective team work ensures children receive the best quality of care</p>		<p><u>Finance and Sustainability</u> A maintenance Programme is developed for both schools Plans are made to implement the grants that the school has been awarded. The school continues to apply for grants when appropriate</p>	
We will know we are successful if	Success Criteria	Eval	Success Criteria	Eval		
	Staff confidently use a range of techniques to support children to co-regulate and develop self-regulation skills including conflict resolution techniques.		Staff feel supported by the leadership team and their colleagues. Staff can talk openly about any challenges and there is a problem-solving culture fostered.		The maintenance plan is pro-active and preventative. The schools are well presented and safe.	
	Staff are aware of the impact of trauma and adverse childhood experiences (ACE's) and recognise the signs and symptoms of trauma in young children and are committed to building trust and relationships.		Teams work effectively to provide children with the highest quality of care and education. The office and SLT teams work well to ensure the smooth running of the school		Actions in various grants are implemented Improving the outdoor environment for children.	
	Parents/carers are more confident to support their child with behaviour at home		Children's Mental Health and Resilience in School is improved		The school is successful in grant applications	
Actions		Who		Who		
	Emotion coaching working party set up at KW/ Regular PSED meetings take place in teams. Staff discuss children and specific incidents/triggers and share strategies and ideas. Emotion Coaching training materials are developed to provide staff with a toolkit. Agree the approach to take to talk to children about the 'upstairs brain' and 'Flipping your lid'.	EH T DH	Regular supervision/ one to one meeting take place where there may be issues. Targeted support offered as required EP training IMHRS (Improving Mental Health and Resilience in Schools) grant outcomes are implemented		A maintenance plan is developed to prevent more costly issues later on- window frames, decorating etc.	

Key Eval (evaluation) ● completed ● started and on track ● need to start ● not started

	<p>A trauma sensitive policy is developed. Staff implement ACE's training Self-reflection and PSED meetings are used to identify children who may be displaying signs of trauma. Emotion Coaching working party disseminate theories and research to teams.</p>	<p>EHT DHT</p>	<p>INSET and staff meetings are focused on team work and working well as a team. Team agreements are created and regularly reviewed. INSET training on Personality types take place INSET and staff meetings are focused on team work and working well as a team.</p>	<p>EHT DHT</p>	<p>Plans for KW garden redevelopment are created, quotes obtained and works to take place summer 2020. Air Quality Audit targets implemented.</p>
	<p>Information shared on new website about behaviour, emotion coaching, strategies. Staff create individual behaviour plans with parents/carers when required and work in partnership to support children and their families.</p>		<p>There is a mental health lead in each school who is trained in mental health first aid PSED meetings</p>		<p>Science and nature grant applications are made.</p>