

**KINTORE WAY SCHOOL IMPROVEMENT PLAN 2024-2026**

		ONE	TWO	THREE		
<b>AIM</b>	<p><b><u>Leadership and Management</u></b>                      The new staffing structure is successfully implemented at Kintore Way. The Federation works in partnership to develop and support with the implementation of reorganisation of SEND leadership.                      EHT works strategically with Southwark LA to develop the Early Years Strand of the SEN/D strategy and to explore alternative models of early years provision. Teachers across the Federation share best practice.                      Parent Governor is elected and governor visits take place.</p>		<p><b><u>Quality of Education</u></b>                      To support children’s speech and language development in a range of ways, such as large group activities, small group sessions, back and forth interactions and more specialised interventions.</p>			
	<p><b><u>Quality of Education</u></b>                      To develop ways of recording learning and progress in a meaningful way that continues to focus on workload reduction</p>					
<b>We will know we are successful if</b>	<b>Success Criteria</b>	Eval	<b>Success Criteria</b>	Eval	<b>Success Criteria</b>	Eval
	The staffing structure in place continues to ensure children received high quality care and education. The structure is regularly reviewed in light of pupil numbers and the school responds to increasing or declining demand and any changes in light of SEND funding/ arrangements		All staff working with children have a good awareness of what represents appropriate development at each stage and have access to programmes that assist them to support children’s language.		There are consistent approaches to record keeping and assessment across the Federation.	
	Federation SENDCo/AHT works in partnership with the EHT and DHT to deliver SEN/D provision at KW and share best practice. Code of Practice is implemented and followed and staff training across the Federation develops staff K&U of research based interventions. Teacher’s meetings re-established.		Children make good progress in their communication and language skills and through interactions with adults and their peers they demonstrate increasing language and communication skills and vocabulary.		Manageable systems are developed to record progress- and the cycle of Assess/plan/ do / review with a focus on the prime areas of learning targeted for children who require a high level of support.	
	Governance – Parent Governors are recruited and meeting times consider governor availability to ensure they can attend meetings link governors visit the schools to develop their roles. Governors attend Southwark training and support the SLT.	●	Children are quickly identified with Speech and language needs and staff respond to needs through planned and unplanned activities and resources to ensure children make progress in their communication skills.		Formats used are simple and informative and children with an EHCP have Individualised Education Plans in place.	●

Actions	Description	Who	Description	Who	Description	Who
	EHT taking on the SENDCo role with support from Federation SENDCo. DHT at KW leading on communication at KW with support from TG SENDCo Admission numbers are regularly checked -SLT meet to review the use/ reopening of closed rooms- costings are explored and requirement takes place if there is a demand for a full time room for 2 year olds.	EHT, DHT, AH T	To introduce and implement the Wellcomm Speech and Language Toolkit for Screening and intervention- trialing different approaches. Staff meetings and Staff INSET in the autumn term introduces the programme. Trial screening on home visits. Explore ways to reassess through the year to monitor impact of interventions. <b>Cost: £400 for resources</b>	DH T	The teachers across the Federation share the strategies they have been trialing and agree some consistent approaches where appropriate	DHT T
	INSET day – sharing information across both schools re SEN interventions and supporting delivery at KW within framework of new staffing structure. TG staff attend an INSET day at KW to observe provision and the use of resources TG: additional resources to enhance SEN provision during targeted sessions; exchanging resources across both settings. TEACCH station set up in classrooms <b>Cost £200 resources</b>	EHT AHT DHT	Planning and assessment identifies key vocabulary to be used. Children identified as having significant language delay receive targeted support where possible. Core books are used to introduce new and more complex words. Ambitious songs are learnt and performed with families. <b>£300 Replenish books</b>		Wellcomm screening provides a useful and effective way to record assessments for communication and language.	DHT
	Elections take place in the Summer term Link Governors attend Skills audit used to recruit governors with the skills and knowledge required.	AHT	Staff carry out Wellcomm screening for children identified as needing some support or a high level of support for communication. Wellcomm screening targets are shared with parents/carers Parents will be seen to be working in partnership with Kintore Way to support their children's language and communication skills.	DH T	Formats are trialed where targets from professionals and targets from children's EHCP are included in an Individual Education Plan.	T

FOUR		FIVE		SIX		
AIM	<b>Behaviour and Attitudes</b> Children receive the appropriate support and strategies to develop self-regulation skills. To develop children's understanding of consent and body boundaries. To develop 'rough and tumble play within consent-based boundaries		<b>Personal Development</b> Children develop a sense of belonging through a curriculum that focus on developing children's relationships. Healthy Eating is promoted.		<b>Safeguarding, Finance and Sustainability</b> To continue to ensure the Federation is a safe place and financially sustainable and able to responds to the changes in the Early Years offer.	
	<b>Success Criteria</b>		<b>Success Criteria</b>		<b>Success Criteria</b>	
	Good partnership working supports children and improves children's ability to co-regulate through effective co-regulation.		Children engage in playful activities in large groups and learn to play games with each other.		Health and Safety audit actions are completed in a timely manner. Updated risk assessment (Benefit/risk assessment) are in place	
	Children develop their understanding of risk and danger and begin to understand how to keep themselves safe.  Aspirational language is used rather than 'Be careful'		Parents support activities and become involved in different aspects of the curriculum, talking to the children about the different things they do as a family. Festivals and special events are celebrated.		The environment is maintained to a high standard within financial constraints	
Children's wellbeing/mental health/behaviour begins to improve.		Snack times introduce children to a range of healthy foods and provides a meaningful way to taste and learn about new foods.		Deficit recovery plan actions are achieved. SRMA audit actions are implemented- Key Performance Indicators are in place. Lunch times – trial ways to run one kitchen across the Federation		
<b>Description</b>		<b>Who</b>	<b>Description</b>		<b>Who</b>	<b>Description</b>
Staff build strong and effective partnerships with families, getting to know them as well as possible, in order to support early identification of any wellbeing/mental health/behavioural issues.		EHT AHT LT T	Games like "What's the time Mr Wolf?" Hide and seek, ring games, Duck, Duck Goose etc. are introduced and played regularly to encourage children to be part of a group, sharing fun and laughter together. Adult develop imaginative play by developing narratives based on rhymes, books and interests.		EHT AHT T	Health and Safety action plans are shared at F&R committee meetings. Termly health and safety inspections are carried out with the link governor. Risk assessments reviewed and updated.

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

	<p>Staff meet with parents/carers where there are concerns around children's wellbeing / mental health/ behaviour. Consent-based referrals are made to outside agencies [e.g. EP, Early Help, CAMHS] as appropriate.</p> <p>INSET Day on supporting 'Rough and tumble play' takes place <b><u>COST £300</u></b></p>	<p>EHT DHT DH AHT  T</p>	<p>Sing-a-longs include songs that reflect the languages spoken in the nursery as well as teaching children and families new or traditional songs and rhymes.</p>	<p>AHT LT T</p>	<p>Funding from Alumno/ Cleaner, Greener, Safer and other grants are used to improve the playground – staff and stake holders are involved in the design process <b><u>Costs for playground £60,000</u></b></p>	<p>EHT SB M</p>
	<p>Strategies to support children's wellbeing/mental health/behaviour are shared with parents, through conversations. Children are supported to understand that there are natural consequences to unacceptable behaviour.</p>	<p>AHT LT T EYE</p>	<p>Parent donations are added to snack times and more variety of snack is provided to include starchy food and vegetables</p>	<p>EHT DHT DH T</p>	<p>Financial Key Performance Indicators are created and monitored. The financial monitoring ensures actions in the school's deficit recovery plan are followed and the school remains on track to come out of deficit by year 5. Trial running one kitchen and delivering meals to save money.</p>	<p>EHT SB M</p>