**Improving the Curriculum Access at The Haven School-2023-24**

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| Desired outcome | Action | Responsibility | Time Frame | Success Criteria |
| Ongoing-Mental Health awareness continues to be reviewed and developed with all staff and students | Whole school SEMH training ongoing through bite-size sessions from CAMHS (C. Bruder) to continue to take place. Information is posted on shared area for all staff to access. Weekly sessions continue and embed.  Reflection sessions to take place after major incidents where a child’s MH has caused them difficulties- analysis of support procedures followed to inform future planning/support.  Appointment of Family and student well-being lead to support students and families in this area. | C. Bruder/ZS  LM- daily briefing reflections  SLT | Ongoing  Weekly reflections- Reflection Friday | All staff continue to receive training and have awareness heightened in line with requirements.  Students aware of the importance of understanding mental health as an illness and how to access support for this if they are struggling.  Suitable responses to different situations identified and new strategies used (e.g. NVR)  Students working with Sally and allowing her to support them. Parents to access support from Sally in relation to the child at home.  Sally sending out regular updates and signposting students and their families to support. |
| Support for students identifying as LGBTQ+ | Support individual students as required.  Explore creation of peer support groups.  Address prejudice as it arises.  Raise awareness amongst the school population. | ROG/SH | Ongoing, but decision re. group to be made by end of December 2023 | Student voice shows students feel supported and are aware of the need to respect differences. |
| Families continue to engage with the work of the school to support pupils’ learning.(as new students start)  Each family to meet with schools clinical psychologist to discuss our way of working and the support we will provide. | Home school liaison procedures established. Information pack distributed to all parents.  Weekly contact from keyworkers  Email group to continue to be used for regular updates  Termly open afternoons for parents/carers to visit. | T. Morris/ROG- all staff as keyworkers | Ongoing. | Maintain and improve pupil’s progress within all areas of the curriculum.  Evidence from reviews/PEPs  Lots of progress with this- See RM records |
| Continue to improve outcomes for pupils with an additional need of ASC. Focus this year is greater consistency in the timetable | Training for whole staff with C.Bruder to continue in conjunction with Midland Psychology work and their edutherapy program.  Strategies shared by EW- drop in sessions available for staff  Learning plans for students with ASC discussed and reviewed regularly in teaching and learning sessions  Timetabled groups and sessions to be less flexible. Students very clear on what is now and next. Clearly prepared for any change through keyworker updates.  School calendar displayed and updated for students to view. | C. Bruder/EW  ROG  LF | On going  Dec 23  From Sept 23 | Improved curriculum delivery to ASD pupils. Evidence of ASC friendly strategies in place.  Students with ASC making good progress.  March 2021- changes board in place/visual tt’s developed.  Dec 21 monthly over view boards created- increased support from Keyworkers on preparing and managing change.  Students less concerned about change  Fixed days for core subject work. Whole key stages doing additional provision at the same time so groups remain the same.  Evidence on Calendar |
| Students to continue to develop their independence skills by starting to prepare their own lunches. | Provide variety in access to food -pupils make their own food in cookery rooms. Additional space (some outside in a separate area, for students to eat alone or with staff support etc if required. All to try to ensure mental health issues do not prevent pupils eating.  Quiet room opened up to allow students to eat away from other if needed.  Snack to be offered at break to encourage pupils to eat socially. | T. Morris/JS  LF | Oct 23  Sept 23 | All pupils partake of food available at lunch and break times.  Students access the quiet room and eat socially |
| Continue to develop pupils’ access to a broad spectrum of physical education to promote health and well-being (specifically girls). Student to take part in team activities with other settings | Appoint a female PE coach and to start to explore sports the girls will engage with e.g badminton/yoga and dance.  Look at a variety of experiences (e.g access to local gym) so that all pupils find something they can participate in. To include group and 1:1 experiences.  Inter school competitions to involve girls as well as boys | CM/ROG/SRo | Oct 23- SRo appointed and we now have an all girls PE group. They are enjoying Badminton and table tennis. Some have been to inter sport competition and one has competed. A netball team is being developed and entered for a completion next year. | All pupils continue to improve their physical health and engage in at least 1 PE/sports session a week  School team to continue to be involved in a variety of sports fixtures. |
| The curriculum continues to challenge and supports all pupils irrespective of need- Currently being adapted to ensure there is stretch and challenge and the offer is even greater. | Provide opportunities for all pupils to have a flexible curriculum, including 1:1 where necessary. | LM/ROG | On going but by Dec 23 | Maximum pupil achievement and improved outcomes are achieved- tracking data  Pupils are proud of their success  Exam arrangements identified so all students can access exams.  Unit award certificates are being achieved. |
| Achieved Feb 22  All staff have continue to update their SEND knowledge and utilise this in their teaching/support of students.  Staff to complete SEN diploma. | In-house training sourced/ZS/CB/EW  Daily briefings- Monthly staff training | CB/ZS/EW | Summer 2020-postponed due to CV 19 by Jan 2021 | All pupils and families report that they feel supported in school and make progress regardless of any barriers to learning.  Quality first teaching is seen across the curriculum  Students irrespective of need make better than good progress/access to curriculum |
| School has achieved attachment aware school status (STIAA status)- staff to continue to update their knowledge and training on attachment and trauma and use this to better support students. | Regular training delivered by CB- This term re-visiting NVR  ROG to use Teaching and learning briefings to discuss attachment aware strategies to support individual students. | CB/ZS/ROG | On going | Students continue to make progress. New students to have their needs met effectively and settle and form relationships as quickly as possible. |

Review date: Jan 24