

## Academy Improvement Plan

### Summary of Key Priority Areas 2020-21

**Mission (our shared purpose):** To enable all children and young people to achieve, participate and contribute to their community for life.

**Vision:** The academy's long-term vision is become a centre of excellence for autism.

Within our strategy, partnering with the Skills Builder Universal Framework for careers education and Autism Education Trust supports us to 'open the door' to this vision by leading good practice and embedding these frameworks for best practice consistently throughout the academy.

The curriculum intent implementation and impact, pedagogy and assessment are fully adapted to meet the needs and learning characteristics of all pupils.

**Real values:** Kindness, Respect, Inclusivity, Openness, Resilience, Understanding, Empathy.

**Culture:** We evolve a culture of neurodiversity, life-long love of learning and excellence for the pupils we serve.

## Academy Improvement Priorities 2020-21:

### Objectives and Key Results (OKRs):

1. **Teaching learning and assessment is fully adapted to meet the needs of all children** (Ofsted 2017)

Sustain and Build on the Quality of Education by ensuring:
<ul style="list-style-type: none"> <li>The academy autism strategy for is clearly and consistently embedded across all activities and lessons. The standards of '<i>what every classroom will include</i>' as pedagogy aligned to TEACCH framework is clearly embedded. This ensures 'Good Autism Practice' is consistent across the academy</li> </ul>
<ul style="list-style-type: none"> <li><i>The assess, plan, do, review cycle</i> is embedded both as a continuous process, securely in place across all aspects of the core curriculum to inform planning and pupil progress. This ensures activities are well matched to the needs of individuals so that all children make consistently good progress and catch up with gaps in their learning.</li> </ul>
<ul style="list-style-type: none"> <li>Implementation of the new Engagement Model for pre-formal stage learners in KS 2 and above (not yet working from a subject specific curriculum) ensures breadth, motivation and small steps of progress can be observed.</li> </ul>
<ul style="list-style-type: none"> <li>There is a rigorous approach to the teaching of reading: vocabulary, phonics and reading are taught daily across the academy because reading is core to learning and accessing the curriculum. This evolves a culture for the love of reading and life-long learning.</li> </ul>
<ol style="list-style-type: none"> <li>1. Post lockdown, the recovery and reconnection curriculums ensure that everyone transitions back into school safe and well and children are ready to learn because they feel safe and secure.</li> </ol>

**2. Teachers take full account of pupils' Education, Health and Care Plans for provision and outcomes when setting targets for learning (Ofsted 2017)**

Sustain and Build on Standards for Children's Personal Development by ensuring:
<ul style="list-style-type: none"> <li>• EHCP provision and personalised outcomes are well planned for and delivered. This ensures all children meet their long-term EHCP outcomes and make expected progress.</li> </ul>
<ul style="list-style-type: none"> <li>• Collaboration through a multi-professional approach further supports provision to meet the needs of children with complex and SEMH needs (including CIN/CP families).</li> </ul>
<ul style="list-style-type: none"> <li>• Eight '<i>Essential Skill Builders</i>' are embedded throughout the whole curriculum and activities. This ensures a careers programme across the whole academy, aligned to the EHCP and annual review process for high <i>aspirations</i> (shooting for the stars!).</li> </ul>
<ul style="list-style-type: none"> <li>• The outdoor learning environment is well resourced as a space to support the personal, physical, social, emotional and sensory regulation needs of all children.</li> </ul>
<ul style="list-style-type: none"> <li>• Policy into practice to teach Relationships (primary), health and Sex Education (Secondary) is implemented and we consult with parents. This is part of our approach to preparing for adulthood.</li> </ul>

**3. Continue to develop our ethos promoting a safe and therapeutic environment, ensuring effective provision for pupils' personal development, behaviour and welfare (Ofsted Monitoring Visit 2018)**

Sustain and Build on Standards for Behaviour and Wellbeing by ensuring:
<ul style="list-style-type: none"> <li>• Review of the behaviour policy into practice: New guidance for '<i>Reducing the Need for Restraint and Restrictive Intervention</i>' for autistic spectrum conditions (June 2019). Staff proactively deliver the academy's autism strategy which ensures support for children whose behaviour challenges, without recourse to restraint or restrictive intervention.</li> </ul>
<ul style="list-style-type: none"> <li>• Assess, plan, do, review: All staff understand and consistently use TEACCH assessment tools as the academy's core behaviour problem solving process; asking questions which help collect data, generate hypothesis, implement therapeutic intervention and teach new skills to address the behaviour underpinning Positive Behaviour Support Plans.</li> </ul>
<ul style="list-style-type: none"> <li>• Positive Behaviour Support Plans align to academy autism strategies and therapeutic approach for: TEACCH, Zones of Regulation, Think Social and Social Stories which explicitly teach self-regulation, social thinking and expected behaviours to children with ASD.</li> </ul>
<ul style="list-style-type: none"> <li>• Staff adapt both indoor and outdoor environments in which children are taught and cared for to better meet their communication &amp; interaction and sensory &amp; physical needs.</li> </ul>
<ul style="list-style-type: none"> <li>• Recording of behaviour incidents inform planning. Recording commentary is of high quality, always reports on outcomes and actively evolves pupil voice and the culture of restorative justice.</li> </ul>

**4. There is systematic leadership of 'Good Autism Practice' and standards are embedded to grow a culture of neurodiversity and excellence**

Sustain and Build on Standards of Leadership and Management by ensuring:
<ul style="list-style-type: none"> <li>• Facilitate academy self-improvement aligned to AET standards and competencies so that they are consistently and firmly embedded throughout all academy activities. Staff use these standards for self-review and CPD.</li> </ul>

<ul style="list-style-type: none"> <li>• Promotion of Medeshamstede Learning Centre as the training hub for the Autism Education Trust (AET) to settings and services across the City of Peterborough. Leaders undertake and devolve AET training. The culture understands autism as a difference rather than a deficit.</li> </ul>
<ul style="list-style-type: none"> <li>• Achievement of the <i>Quality in Careers Award</i> by July 2023 as the standard fully aligned with the Gatsby Benchmarks for 'Good Career Guidance' and compliance with the DfE's Statutory Guidance.</li> </ul>
<ul style="list-style-type: none"> <li>• All new families successfully transition as the academy grows to 127 places, including children with complex and additional needs. The secondary transition base enables pupils to reconnect with education with a sense of belonging and community.</li> </ul>
<ul style="list-style-type: none"> <li>• Through the GROWTH coaching model, strengthen leaders' and teachers' ability to enact change for school improvement, perform as a high functioning team to develop the internal culture of the academy.</li> </ul>
<ul style="list-style-type: none"> <li>• Seek and act on stakeholder views and feedback to further enable a high performing and connected organisation, building the culture of community.</li> </ul>

<p><b>Sustain and Build on the Quality of Early Years Education by ensuring:</b></p>
<ul style="list-style-type: none"> <li>• Develop the EYFS provision as a phase of excellence; completing and devolving the AET training early years settings across Peterborough</li> </ul>
<ul style="list-style-type: none"> <li>• Continuous outdoor provision for sensori-motor, physical, social and emotional development meets the needs of all children; enabling rapid progress from below expected start points against Development Matters Bands.</li> </ul>
<ul style="list-style-type: none"> <li>• Develop the provision of PODD (pragmatic organisation dynamic display) books and communication boards to further support development of communication and interaction for pre-formal stage children.</li> </ul>
<ul style="list-style-type: none"> <li>• Accurate baseline assessment reflects and celebrates all children's rapid progress from low start points, particularly communication and language development as their main presenting need.</li> </ul>