



BENSHAM MANOR School

School Development Plan 2020 - 2021

This plan was developed from three main sources:

- *The school's Self-Evaluation Summary*
- *Staff Appraisal and CPD sessions held in the summer term 2020*
- *New priorities and the last School Development Plan*

PRIORITY 1. Strategic Direction

PRIORITY 2. Quality of Education

PRIORITY 3. Behaviour and Attitudes, and Personal Development

PRIORITY 4. Leadership and Management

PRIORITY 5. Safeguarding

PRIORITY 6. Post 16 Provision



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PRIORITY 1. Strategic Direction							
No.	Item	Lead	Start	End	Planned actions	Target impact	Actual impact
1.1	Embed new leadership team	FR	April 2020	Dec 2020	<ol style="list-style-type: none"> 1. Reassess current SLT roles and responsibilities 2. Target setting through appraisal process 3. SLT expectation document shared with staff 4. Mid year review 	<ol style="list-style-type: none"> a. SLT leading the school strategically b. SLT's roles will be clear with all staff 	
1.2	Introduce and embed a Line Management structure for all staff	FR KB	July 2020	ongoing	<ol style="list-style-type: none"> 1. Share new structure with whole staff via email (due to current Covid 19 restrictions) 2. Face to face training on new structure in July 2020 	<ol style="list-style-type: none"> a. Staff will have a clear management structure b. Any issues can be rectified more quickly c. This new structure allows for a mid-year review of appraisals to ensure all staff are on track. 	
1.3	Implement a whole school wellbeing support programme following closure due to Covid 19.	SLT MK	June 2020	ongoing	<ol style="list-style-type: none"> 1. Ensure wellbeing policy is up to date and all staff have a copy 2. Therapists will continue to work with pupils remotely until they have face to face time in school. 3. MK to provide daily home visits to struggling families. 4. Ensure the most vulnerable have a daily place at school (pre any wider opening). 5. Teachers to liaise weekly with their tutor group and their families. 6. KB to continue to manage safeguarding. 7. Increased access to therapies for all who need it on return to school. 	<ol style="list-style-type: none"> a. School will be able to reopen successfully. b. Pupils, staff and families will be able to share any concerns with relevant therapists/agencies 	



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1.4	To develop Bensham Manor as an ASD training centre, supporting other Croydon schools.	FR KB NR	Sept 20	ongoing	<ol style="list-style-type: none"> 1. Plan offer 2. Work out costs to other schools 3. Contact SENCO's 4. Arrange to do a talk at termly SENCO briefing to advertise training offer. 5. Run training 	<ol style="list-style-type: none"> a. Supporting local schools to deliver high quality ASD teaching and support b. Supports BMS on the journey to NAS Flagship school. c. Gives BMS staff the opportunity to develop their skills through delivering training. 	
1.5	To use the BMS site to gain additional revenue through renting out.	NR FR	Sept 20	ongoing	<ol style="list-style-type: none"> 1. Plan which spaces to be rented out and at what cost. 2. Ensure caretaker available to support. 3. Advertise. 	<ol style="list-style-type: none"> a. Increased revenue to be spent on improving the school spaces. 	
1.6	To refine the 'Bensham Brand' in line with Investors in People Gold	SLT	July 20	ongoing	<ol style="list-style-type: none"> 1. Share Investors in People report with staff/Governors 2. Work collectively to create a new Bensham vision which is shared by all Bensham stakeholders. 3. Redesign on website. 4. Share with pupils via school council. 5. Share with Investors in People. 	<ol style="list-style-type: none"> a. Staff involvement means a better buy in to the vision and staff are more likely to follow it. 	



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PRIORITY 2. Quality of Education							
No.	Item	Lead	Start	End	Planned actions	Target impact	Actual Impact
2.1	Ensure the BMS curriculum is a Culturally Responsive Curriculum	ASi MEj	June 20/	June 21	<ol style="list-style-type: none"> 1. Set up working party of interested individuals from across the staff team 2. Review each Dept curriculum with subject lead 3. Share Curriculum Intent statement with governors 4. Statement published on website 	a. All stakeholders are able to communicate clearly the school's culturally responsive curriculum	
2.2	Introduce the compulsory Gatsby Benchmarks that define excellent career guidance	KBy SC	June 20/	June 21	<ol style="list-style-type: none"> 1. Initial meetings with key members of staff 2. Statement of intent published on website 3. Lead person identified 4. Curriculum drawn up 5. Curriculum plan shared with Governors 	a. Careers guidance to become embedded across the school.	
2.3	Introduce a Careers curriculum across all groups	KBy SC	Sept 20/	ongoing	<ol style="list-style-type: none"> 1. KBy to work with key staff on new careers curriculum 2. Planning done across staff groups to ensure 3. SC supporting staff 4. Curriculum evaluated as part of normal ongoing evaluation processes. 	<p>Careers education a focus on arrival from Year 7 all the way through to end of Year 11/Post 16.</p> <p>Pupils to receive high quality and ongoing guidance.</p>	
2.4	Review and refine the curriculum for Key Stage 4 class based groups.	KBy ASi EE GM	June 20/	ongoing	<ol style="list-style-type: none"> 1. EE, ASi, EE, GM initial meetings 2. Review of current Gateway curriculum. 3. EE providing ongoing support to GM with class based curriculum. 4. Long term curriculum plan developed. 	An appropriate academic and enrichment curriculum planned for all class based groups going forward	



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<p>2.5</p>	<p>Develop consistent approaches to:</p> <ul style="list-style-type: none"> • Level of challenge/engagement • Questioning • Differentiation • Learning Objectives • Self and Peer assessment • Marking 	<p>MEI ASi KBy</p>	<p>April 20/ongoing</p>	<ol style="list-style-type: none"> 1. Review current observation processes for teaching/support staff 2. Robust training package in place for academic year 2020/21 3. After school training day changed to Monday. 4. Appraisals used more effectively to identify points of development in these key areas for staff who require additional support 5. Introduce mid year learning walk. 	<ol style="list-style-type: none"> a. More effective teaching and learning outcomes for all students b. Greater consistency across all subject areas for all pupils c. More regular feedback given to staff through more targeted, effective observations 	
<p>2.6</p>	<p>To track pupil progress via termly 'Book Looks'</p>	<p>MEI</p>	<p>Sept 20/Ongoing As required</p>	<ol style="list-style-type: none"> 1. Book Look to track students via categories: Medical - Epilepsy Medical - Mental Health Low attainer Middle attainer High attainer Special Guardianship Looked after child general students ASD 5.Challenge/ advise any teacher noted as not providing feedback in the most appropriate format 	<ol style="list-style-type: none"> a. Work sampling will be meaningful and related to the overall monitoring of the quality of education at BMS b. Consistent records of developments in particular areas tracked and evaluated c. Any weaknesses/lack of a consistent approach can be quickly identified and rectified. d. The impact of different forms of feedback can be evaluated and used to inform the annual appraisal process. 	



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2.7	To begin to research and develop a Personal Development Tracker	KB Mel FR	Sept 20	ongoing	1 Research a personal development tracker that would add value to tracking students at BMS.	a. Staff will be able to monitor progress in a wider range of areas. b. Connection across all subject areas. c. Useful for college application process where academic skills are not at the same level as independence skills.	
			July 21	ongoing	2. Trial tracker with a selection of classes.		
2.8	To link the EHCP outcomes with the IEP targets	KBy	Sept 20	April 21	1.KB to look at outcomes across all EHCP's. 2. KB will use exiting IEP structures to link the outcomes into the IEP document. 3. Training provided to staff when writing IEP targets and linking the two. 4. EHCP outcomes to be reviewed at key transition points to ensure outcomes are meaningful and relevant. .	a. The EHCP outcomes will become a key part of the IEP, therefore pupils will be able to work on these outcomes more effectively across each subject. b. More effective outcome setting during future EHCP reviews.	
2.9	Continue to develop the curriculum offer across the school including introducing a wider range of lunch time and after school clubs.	SLT	Sept 20	April 21	1.Create a curriculum plan which demonstrates clear learning pathways through the school, starting from Year 7.	a. Each subject leader is able to communicate the learning pathway throughout the relevant age range.	
					2.Recruit current TA's to run after school club sessions for pupils – look at current offer and build from that.	a. Pupils social skills will develop through new experiences outside of school.	
2.9	Engage fully in the Local Authority SEND strategy programme	FR	April 20	Ongoing	1. Joint working between Education, Health and Social care developed during half termly meetings.	a. Improved quality of Education and Health Care plans. b. Parents and carers better able to access support at an early stage	



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					2. Identifiable and accessible pathways for parents and carers of pupils with special education needs.		
2.10	Further develop the learning environment, more conducive to sensory needs.	FR KBy	July 20	Ongoing	<ol style="list-style-type: none"> 1. Plan and Install a new outdoor sensory area. 2. Implement a morning sensory programme for pupils to support them following the long journey. 3. Design and install some additional play equipment for Year 7 and Year 8 who are sharing the adventure playground and middle playground 2020/21. 	<ol style="list-style-type: none"> a. Improved environment. b. Improved use of space in curriculum areas. c. Pupils ready to start the day in a positive frame of mind. 	
2.11	Build new Music Room	NR FR	July 21	August 21	1. DfE leading project therefore no cost to the school involved.	<ol style="list-style-type: none"> a. Improved environment. b. Increased flexibility timetabling. c. Ability to have a recording studio on site. 	
2.12	To ensure all Teaching Assistants are Eiklan trained.	KBy TMB AP	June 20	June 21	<ol style="list-style-type: none"> 1. KBy, TMB and AP to organise training programme. 2. Programme to be delivered over the year. 	<ol style="list-style-type: none"> a. Staff will have a greater awareness of an improved skills in supporting pupils communication needs. b. Offers additional support to the SaLT team. 	
2.13	To continue to work towards gaining NAS Flagship provider	SLT TMB KP	Sept 20	ongoing	<ol style="list-style-type: none"> 1. Meet with NAS. 2. Formulate action plan. 3. Go for award 	<ol style="list-style-type: none"> a. NAS Flagship will ensure we are fully compliant with all latest NAS guidance. b. Attractive school offer for families with children who have ASD. 	



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PRIORITY 3. Behaviour and Attitudes, and Personal Development							
No.	Item	Lead	Start	End	Planned actions	Target impact	Actual impact
3.1	Review school rules, school values and school aims.	RB FR	June 20	Dec 20	1.Students consulted about school rules via School Council & extended tutor group sessions	a. Students and staff have a coherent and consistent awareness of the school's purposes and values. b. Aims and values incorporated into a range of documents to provide consistency: this includes the curriculum statement. c. All staff and students are able to relate RRSA and SMSC to behaviour and learning.	
					2.Staff focus groups consider values		
		AK			3.Views on why we teach what and how we do (already gathered) fed into curriculum statement.		
					4.Apply for SMSC Award.		
		CW			5.Review the role that Rights Respecting Schools Award plays in the school values, and incorporate this into other documentation, including the curriculum statement.		
	6.Further develop a shared vocabulary when managing behaviour incidents.	RB TMB					
3.2	Maintain trend of no permanent or fixed term exclusions(FTE) and attendance above national average	KBy RB	Sept 20	July 21	1.Staff further develop understanding of positive behaviours.	a. School values are clearly communicated to all staff	
					2.Up to date pupil profile information and coherent strategies disseminated across school to support those at risk of FTE		
3.3	Support pupil's sensory needs through trialling an new OT support role post 3 days per week.	KP TW KBy	Sept 20	July 21	1. KBy and KP to work with TW to outline her role 2. TW to support pupils sensory need.	a. Pupils better able to access the curriculum and lessons through targeted support.	
3.4	Team Teach "ethos" continue to deliver comprehensive behaviour management system.	RB AAb	Sept 20	Ongoing	3. Get second member of BMS staff Team Teach trainer qualified and selected staff Team Teach trained	b. Fewer instances of restraint. c. Positive feedback from staff using both restraints and de-escalation techniques	



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					4. Deliver training to whole staff. 5. Understand proactive & de-escalation		
3.5	Further develop the role of the form tutor	FR RB	Sept 20	July 21	1.Tutors to take an active role in monitoring and improving attendance and punctuality.	a. Improved attendance and punctuality.	
					2.Tutors to take an active role in monitoring and improving behaviour.	a. Evidence of a contribution by tutors to improve behaviour.	
3.6	Better use of SIMs to provide more holistic individual reports on pupils.	NR BC MK	Sept 20	July 21	1.BC to support staff with SIMS logging.	a. Anecdotal evidence re Behaviour and Attendance at Tutors disposal for formal and informal dialogue with families and professionals	

PRIORITY 4. Leadership and Management

No.	Item	Lead	Start	End	Planned actions	Target impact	Actual impact
4.1	Review Governors' roles and responsibilities in line with key areas of SDP, reintroducing Governor classroom links.	FR	July 20	July 21	1.School Development Plan on FGB agenda in the Summer term. 2.Governors to agree areas and classes. 3.Governors make 2-3 visits per year.	a. Governors show full familiarity with each area of this plan. b. Governors give feedback to Headteacher and Leadership Group which is acted upon in a timely manner.	
4.2	To develop the role of IT Manger within BMS.	NR FR	Aug 20	ongoing	1. Create new job description based on school needs. 2. Advertise and recruit new IT manager. 3. Conduct relevant training in the Summer term.	c. New role will be more staff support focused.	
4.3	Improve communication with parents and carers.	KBy MK BC *New IT	Sept 20	ongoing	1.Create a Parent/ Carer Communication Policy. 2.Launch the policy to all staff and families	a. No parental complaints about communication. b. Increased support for families through targeted support sessions.	



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4.4	Further develop the Bensham Manor half termly tea & talk	FR MK	Sept 20	July 21	1. Invite more BMS staff to contribute to leading session, including the therapy team.	a. Positive feedback from parents/carers. b. Increase attendance at each event.	
4.5	To develop the role of the middle leader at BMS	KBy HP MOB SC	Sept 20	Ongoing	1. Consult with middle leaders as to how their roles can develop	a. 3 MLs further develop skills in school leadership.	
			Oct 20	July 21	2. Projects undertaken including TA observations, learning walks and work scrutiny		

PRIORITY 5. Safeguarding

No.	Item	Lead	Start	End	Planned actions	Target impact	Actual impact
5.1	Ensure all staff are up to date with current legislation and guidance	KBy	April 20	July 21	<ol style="list-style-type: none"> All staff to undertake training in Prevent, general safeguarding and FGM between April and July 2020. Deliver training on revised KCSIE in Sept 2020 with amendments highlighted. Annual safeguarding refresher in January. Half termly safeguarding updates. Refresher for all staff on 'My Concern' 	<ol style="list-style-type: none"> All staff fully aware of all safeguarding and child protection issues and statutory requirements. Fully trained staff ensures a positive whole school safeguarding culture. Positive results after LA audit. 	
5.2	To develop the safeguarding processes around trips out of school	KBy AAb MK	Sept 20	July 21	<ol style="list-style-type: none"> KBy to meet with AAb to discuss processes KBY to work with MK on single medical form for each child 	<ol style="list-style-type: none"> All trips and visits fully compliant with guidance. 	



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					3. AAb to provide additional training to staff on trips and visits guidance.		
5.3	Continue to develop staff awareness of what constitutes a safeguarding concern and their vigilance around this	KBy	Sept 20	ongoing	<ol style="list-style-type: none"> 1. Training on safeguarding referral process as part of annual training, focusing on what a good referral looks like (using SPOC guidance) 2. Deliver training on effective recording of concerns 3. Reminders to staff during school year and additional training if appropriate 4. Training on differences between SIMS and My Concern 	c. Further improved recording of safeguarding concerns.	
5.4	Develop our procedures in recording, tracking, reporting and responding to trends in concerns, moving away from paper files.	KBy	Sept 20	July 21	<ol style="list-style-type: none"> 1. Move important paper safeguarding files to online 2. Ensure that all schools transitioning pupils to Bensham know we use 'My Concern' and can transfer safeguarding information online. 	<ol style="list-style-type: none"> 1. Easier and safer to move online files when pupils arrive/move on. 2. Can use the software to form an overall picture of pupils. 	



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5.5	To develop training for pupils, staff and families around online safeguarding.	KBy MK LW	Sept 20	July 21	<ol style="list-style-type: none"> 1. Create updated safeguarding booklet. 2. Half termly online training for all pupils. 3. Annual online safeguarding training for staff. 4. MK and LW to organise online safeguarding training for families. 5. To complete the work for the 360 E safety mark 	<ol style="list-style-type: none"> 1. Less online safeguarding incidents. 	
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PRIORITY 6. Post 16 Provision

No.	Item	Lead	Start	End	Planned actions	Target impact	Actual impact
6.1	Review and further develop the curriculum offer.	SC KBy	Sept 20	Ongoing	<ol style="list-style-type: none"> 1. Head of P16 to investigate appropriate Functional Skills English/Maths accreditation for current cohort. 2. Develop P16 Practical Life Skills curriculum share with key staff and students. 3. Ensure P16 curriculum is valid and appropriate. 4. PE & Music staff to set appropriately challenging accreditation targets for students. 5. Review and justify decisions not to enter students for accreditation. 	<ol style="list-style-type: none"> a. Pupils who are able will access Functional Skills accreditation in English/Maths b. Those unable to access will be working towards improving basic Functional Skills in English/Maths 	
6.2	To develop curriculum support documents within Post 16	SC KBy ASi	Apr 20	ongoing	<ol style="list-style-type: none"> 1. Training from ASi on key dept documents 	<ol style="list-style-type: none"> a. Further improvements made for 2020-2021. 	
6.3	Take advantage of any opportunities for supported work experience placements	SC	Jan 20	June 20	<ol style="list-style-type: none"> 1. Engage with opportunities that arise. 	<ol style="list-style-type: none"> a. Improved outcomes for students who wish to go straight out to work. 	



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	being developed by the Local Authority.						
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