

ALFRETON PARK COMMUNITY SPECIAL SCHOOL
LEARNING TOGETHER FOR PERSONAL SUCCESS
SCHOOL IMPROVEMENT PRIORITY GROUPS

SIP 2015-2018 PRIORITY	PRIORITY TWO: To secure the best possible outcomes for pupils by improving quality of Teaching, Learning and Assessment
PRIORITY STRAND	C: To develop a Communication Team to ensure that all pupils access is suitable; E: Review phonics and reading teaching across the school
SIP GROUP MEMBERS	JOSIE O'DONNELL, Amy Naylor, Jo Church, Marie Redfern, Wendy Toft, Tracey Cross
REVIEWING & REPORTING	REVIEWED every half term through teachers' meetings; REPORTED to SLT and Governors through the Teaching and Learning Committee

ACTION STEPS What tasks will be done to contribute to the priority?	STRATEGIES What tasks need to be completed to achieve this?	RESPONSIBILITY Who is responsible for this action step?	DEADLINE When will this step be achieved?	RESOURCES What do you need to complete this step?	IMPACT What do you hope will be the outcome of this step?	PROGRESS What progress have you made to date?
Begin to make links with other schools to share good practice in the management of communication.	Visit Bennerley Fields School (Specialist Status for Communication) to speak with Communication Lead	Josie (Communication Lead) to visit and feed back to Communication Team and SLT	20/10/2015	-Email to Bennerley Fields -Management time (1 Tuesday afternoon) -Questions to ask	-Share good practice -Adopt and adapt strategies to improve the management of communication at APS -Create links with other special schools (network meeting style) to continue to share practise and discuss new initiatives	September 2015: Appointment made to visit Bennerley Fields (20 th October, 1pm with Ann Harrison Acting Head) October 2015: Attended Bennerley Fields School, spoke with Ann Harrison Speech & Language Lead and Claire SALT.
Strengthen links with Speech and Language Therapists (SALT), The Hearing Impairment Team (HI) and The Visual Impairment Team (VI).	Identify a key person to act as lead contact for professionals re: communication, including SALT, HI and VI.	Communication Team & Senior Leadership Team (SLT).	21/10/2015	-SLT -SALT/HI/VI time - Whole School Meeting to share.	-Smoother communication between professionals and school -Deeper understanding of pupils needs -Potential for more parental involvement	October 2015: Dee identified as suitable lead contact (13/10/15) November 2015: Josie to take on role due to Dee leaving.
Establish and	Decide and	Josie	23/10/2015	-Meeting time with	-Clarity on individual	September 2015:

<p>share individual roles within the communication team.</p>	<p>discuss individual roles and responsibilities with members of communication team and publish this information for staff to access.</p>	<p>Communication Team</p>		<p>Communication Team (proposed 4.00pm Tuesday 20th October)</p>	<p>roles within communication team and sharing of this information across school -smoother support process for staff seeking this (knowing key person to contact)</p>	<p>Email sent to arrange time to meet communication team to clarify individual roles and responsibilities October 2015: Roles established- Josie- Makaton, PECS, TEACCH, AAC, S&L, Phonics Amy: Phonics, Reading Wendy: PECS, TEACCH Tracey: PECS, TEACCH Marie: TaSSeLs Jo: General, PMLD input</p>
<p>Develop staff knowledge and confidence in the teaching of phonics.</p>	<p>All staff to partake in phonics training on INSET day.</p>	<p>SLT and whole staff Amy (keep in touch with arrangements)</p>	<p>2/11/2015</p>	<p>-Outside providers -INSET day -School space</p>	<p>-Staff more confident to deliver phonics -Consistency across school (promoting progression) -Whole school approach</p>	<p>October 2015: INSET training booked for Monday 2nd November 2015. November 2015: All staff attended INSET on 2nd Nov. 2015; 100% rated v. good and useful to role; All staff received same 'message'.</p>
<p>Standardise an approach to phonics teaching in school.</p>	<p>Facilitate phonics development session, agree an approach across school</p>	<p>Rhys / Josie / Amy All staff</p>	<p>3/11/2015</p>	<p>-Meeting room -Key questions -Boards/markers</p>	<p>-Engaged key stakeholders in dialogue -Facilitated coordinated / hybrid approach -Enable flexibility to meet specific needs</p>	<p>November 2015: All Teachers and some TAs attended meeting, shared thoughts and discussed.</p>
<p>Conduct a reading audit of resources</p>	<p>Audit current approaches to</p>	<p>Amy (literacy co-ordinator)</p>	<p>18/12/2015</p>	<p>-Cover for co-ordinator time</p>	<p>-Identify more opportunities for</p>	<p>November 2015: Amy had brief look</p>

and approaches.	reading in each class, along with reading schemes and resources available.			-Library -Class timetables -Audit record format	reading across school -More pupils engaging in reading -More structured approach -Consistency across school	through bulk of reading resources and booked coordinator time to conduct audit
To raise the profile of communication within Alfreton Park Community Special School.	Produce information in the form of a website page and leaflet providing details of the areas within communication, key roles and responsibilities, support available, current news/initiatives and what is happening within school at the moment.	Josie Communication Team	18/12/2015 Have initial drafts of leaflet/basic information on website. (ongoing)	-Management time -input from communication team (Marie-Tassels, Dee-PECS & TEACCH, Josie- S&L, AAC, technology)	-Enrich staff/parents/visitors existing knowledge on the areas of communication -Ensure everybody can access information to find out what is currently happening within school (action plan), next steps and who is responsible for each sub-area -Keep everybody up to date with current news/initiatives within communication -Share communication as a priority for our school and our pupils!	November 2015: Gathered and typed content of leaflet from key members of group including definitions, use in school and useful links. Next step to collate and produce leaflet and website section. December 2015: Information collated and published to school website. Leaflet in progress (gather photos to support info).
Conduct an audit of communication profiles.	Audit communication profiles across school for format, content, usage and who is using them.	Josie (communication lead)	18/12/2015	-Management time (1 day) -Communication profiles -Email to notify staff of audit (get them ready/email them back)	-Identify whether a consistent format is being used across school (if not, devise one) -Identify how profiles are being used and how successful this approach is	November 2015: Taking examples to communication network meeting to share practice with other settings on Tuesday 1 st December. Aim to begin audit on Tuesday 8 th

					-List of pupils who use communication profiles	December. December 2015: Shared examples at meeting, found suitable template. Audit complete-most communication info currently kept with personal profiles.
Write the school's Phonics Policy / Procedure.	Formalise phonics/letters & sounds policy, publish policy to colleagues / website	Rhys	18/12/2015	-Time commitment	-Provide reference point for colleagues -Support the induction of new staff -Facilitate consistent application of strategy	December 2015: In progress. 18/12/2015: Policy completed and proof-read.
Improve access to phonics teaching and learning resources across school.	Issue letters and sounds book, produce key resources folder & web links	Josie / Amy	18/12/2015	-Coordinator time -Folders, files etc	-Access to shared resources for all staff -Facilitate a consistent approach -Provide a reference point for all staff	November 2015: Josie & Amy shared co-ordinator time and put together a file including 'What a Communication Session might look like' with activity suggestions, useful links, Letters & Sounds documentation and the beginning of a bank of resources.
Trial new communication passports across school.	Make mock passport, share in teachers meeting, teachers chose a pupil and make one to trial ready for beginning of spring term.	Josie / Teachers	15.1.2016 15/2/2015	-Coordinator time -Computers -Communicate in print - Communication passport template	-Facilitate continuity across school, home and respite -Provide a reference point or supply staff and new staff	December 2015: Mock passport underway. January 2016: Most classes trialling new communication passport although some delayed due

						to staff absences.
To train more staff in the correct use of PECS.	Josie O'Donnell and Tracey Cross to attend full 2 day PECS training.	Josie / Tracey	23.2.2015	-2 days of cover x2 -PECS course -Course fees	-facilitate continuity across school -provide point of support for PECS users -enable effective resources to be made correctly	December 2015: Course booked.
To improve consistency of use of Makaton signing across school.	Josie to attend Follow Up Workshop and Local Tutor Training to enable her to provide training 'in house' at school.	Josie	Follow Up: 16.1.2016, 23.1.16 Local Tutor: 7 th -9 th March 2016 & 4.4.15	-4 days of cover -Mileage costs -Course fees		December 2015: Follow-Up workshop booked January 2016: Local Tutor training applied for. February 2016: Follow up course completed.
To share Makaton signs with whole school for practice.	Josie to share 5 signs per week in Friday briefing, to recap the following week. Encourage sharing signs with pupils	Josie Whole school	Ongoing	-photocopying and laminating costs (for sign prompts)	-facilitate continuity of signing across the school -develop staff confidence in use of Makaton until Josie is qualified to deliver official training -develop pupil use of signing	February 2016: In process of photocopying signs.
To make PECS accessible to all classes.	Purchase higher volume of licenses- one for each class computer.	Josie Gary Cheryl	11.3.16	-License cost: TBC	-ensure consistent use of PECS across school -enable easier access to resources	February 2016: Licenses not yet purchased.
To ensure classes have suitable communication aids in place.	Conduct needs analysis and place request for any necessities.	Josie Cheryl	24.3.2016	-equipment cost TBC	-ensure pupil needs are met through general resource bank as well as pupil-specific devices	February 2016: Needs analysis not yet conducted.