Access Plan 2017-18

School vision

Turning potential into success

At Braidwood, we understand that to realise the potential contained within each individual is the work of a lifetime. Every individual, and every situation has 'potential' and a myriad of outcomes are possible, but what do we mean by 'success'?

Carol S Dwek says "Becoming is better than being," and this growth mindset is one that we share. Our vision, for everyone in our school, is one of on-going development: individually, socially, spiritually, physically and emotionally. We work together to develop and build character, citizenship and a love of learning. We work together to build a passion for stretching ourselves and to keep going when things are tough, because this is a mindset that will sustain us through the most challenging times of our lives.

For us, 'success' is the knowledge that we are on a journey of learning and discovery about the world and about ourselves and an appreciation and joy for that journey of a lifetime.

School values

Honesty, Respect, Effort

Our values are three behaviours that we believe provide the foundation for a well-governed individual.

Honesty

'Honesty' is not just about telling the truth. 'Honesty' is also about being willing to receive the truth, being worthy of trust, loyal, fair and sincere. Listening to your conscience even when no-one is looking.

Respect

Put simply, ''respect' is thinking and acting in a positive and kind way. Thinking and behaving with 'respect' demonstrates that you care about yourself and that you care about others, their feelings and their well-being.

Novelist Laurence Sterne observed, *"Respect for ourselves guides our morals, respect for others guides our manners."*

Effort

The brains and talent we are born with are just different starting points for individuals. It is the daily 'effort' we make to build on what we have, to form new connections in our brains and truly orient ourselves towards learning, that build character and success.

"No matter what your ability is, effort is what ignites that ability and turns it into accomplishment."

? Carol S. Dweck.

Meeting the Diverse Needs of the Community

All learners have Education and Health Care Plans or Statements of Special need because they are Deaf. Learners have differing levels of deafness from partial to profound. In addition a significant number of learners have other Special Educational Needs and/or medical conditions:

ADHD; Asthmatic ; Astigmatism; Autistic Spectrum Disorder; Branchial arch syndrome; Charge Syndrome;

Cerebral palsy; Diabetes type 1; DiiGeorge Syndrome; Epilepsy; Growth hormone deficiency; Heart condition;

Hemiplegia; Hormonal condition; Hydrocephalus –(shunt); Hypermobility of joints; Pendred Syndrome; Photophobia; Pierre Robin Syndrome; Scoliosis; Social Pragmatic Disorder; Visual impairment.

Consultation around the Action Plan/Audit

Consultation with learners, staff, parents, governors and a range of other professionals, demonstrates high levels of satisfaction with the flexibility shown by the school and

the support provided to learners.

Views of Parents
Parents are pleased and satisfied with the provision. Parents appreciate the good relationships with the SENCO and staff of the school as a whole.
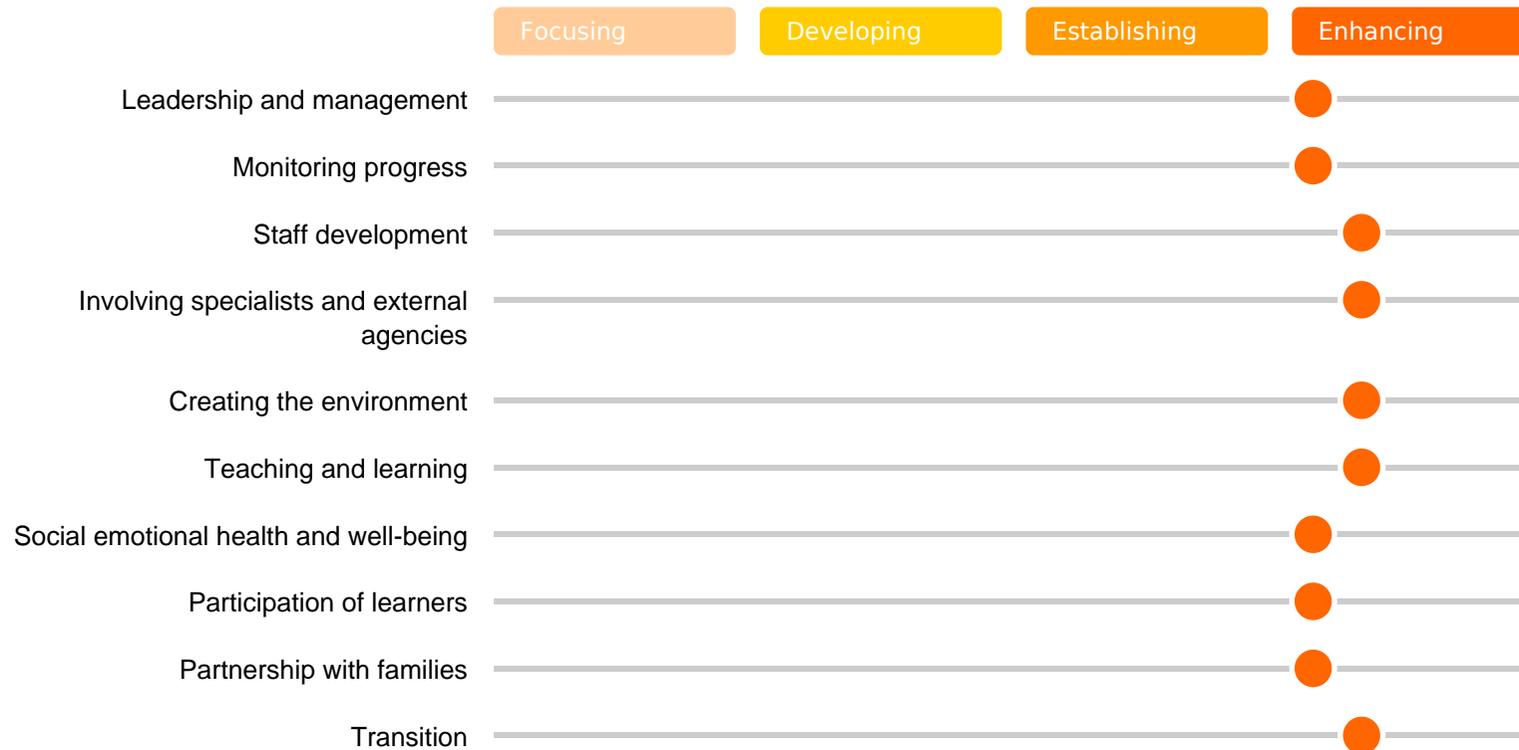
Views of Children and Young People
Learners enjoy coming to school. They feel that they are listened to and know who to approach should they need help or advice. Learners enjoy lessons and school activities.
Learners in Key Stage 4 enjoy their involvement with the Duke of Edinburgh's Award.
All learners enjoy sporting competitions and meeting up with other Deaf young people from other school settings.

Access Plan 2017-18

	Focusing	Developing	Establishing	Enhancing
Leadership and management				●
Monitoring progress				●
Staff development				●
Involving specialists and external agencies				●
Creating the environment				●
Teaching and learning				●
Social emotional health and well-being				●
Participation of learners				●
Partnership with families				●
Transition				●

Leadership and management

| Focusing | Developing | Establishing | Enhancing |

Date: 19/09/2016

Evidence: The leadership team and governing body recognise and value inclusion as fundamental in building an effective and successful setting. The leadership team and governing body have a plan to ensure the setting meets the academic, physical and social requirements of any child or young person. The leadership team and governing body welcome every child, young person, and family who lives in the community. The leadership team's inclusive vision is incorporated in the aims and values of the setting and is being implemented by all staff. Inclusive aims and values are regularly reviewed by the leadership team and governing body in consultation with key partners. Policies are written by the leadership team in consultation with key partners and regularly reviewed to reflect the requirements of the Public Sector Equality Duty.

The leadership team ensures that procedures are in place to make early identification and assessment of children with SEN in addition to Deafness or disabilities. The leadership team ensure that all staff are involved in a systematic review and implementation of the procedures for SEN and disabilities. The leadership team and governing body have specific roles and responsibilities for identified vulnerable groups.

Resources are matched to the needs of children and young people. Staff groups can demonstrate the impact of the budget on the progress and achievement of individuals and groups of children and young people with SEN or disabilities. The budget is reviewed at least annually totake account of priorities for development and to demonstrate value for money.

Helping Factors: **1.The leadership team and governing body will further develop the inclusive vision for the school that is reflected in all policies and procedures.**

Actions:

Factor	What?	Who?	Success Criteria?	When?
The leadership team and governing body will further develop the inclusive vision for the school that is reflected in all policies and procedures.	Make policies available in a range of formats and are easily accessible for all children, young people and their families. The leadership team will develop a method to monitor the impact of policies on outcomes for children and young people. Policies: Assessment and Marking Safeguarding Performance management Attendance Behaviour	SLT SLT	Policies will be easily available to those who need them in an accessible format. Leadership will be able to identify the impact of the school's policies and procedures.	02/02/2018

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Progress 89%	The leadership team will develop a method to monitor the impact of policies on outcomes for children and young people. Policies: Assessment and Marking, Safeguarding, Performance management, Attendance, Behaviour
	The leadership has monitored the outcomes of policies for learners and improvements have been made in all policy areas.
	Assessment and marking has been improved through the introduction and then further refinement of marking and feedback stickers. Mini rubrics have been trialled and will now be used across all subjects in September 2017.
	Safeguarding- 2017 Safeguarding S175 audit provided good evidence of school policies and procedures and fuelled a new action plan for 2017-18. The school has introduced CPOM in order to better monitor and record all safeguarding concerns, actions and documents. This has made a significant impact on our day to day practice. The governors now receive a termly report from the head teacher about safeguarding concerns and actions.
	Performance Management- the school has purchased Bluesky software in order to better record and align all staff improvements, training and targets. This will be implemented in September 2017.
	Attendance - the policy has been refreshed and a new system for following up absence and checking on the safety of learners has been introduced June 2017.
	Behaviour - policy renewal has been carried out. Behaviour continues to be excellent in the main.

Monitoring progress

Date: 19/09/2016

Evidence: All data is recorded and analysed in a regular and systematic way and is used to inform the development plan. The school monitors a wide range of skills, knowledge and understanding of all groups of learners, through rigorous tracking and recording systems. Limited progress identified by the analysis of information is acted upon quickly and effectively. Analysis of information is compared with other schools in similar communities, and with national data, to help identify key priorities. Key individuals and partners have designated responsibilities to ensure that procedures for monitoring are implemented and reviewed. The school implements the advice from support services at an early stage to ensure appropriate and high quality data has been gathered, analysed and reviewed in order to support planning for improved outcomes. All learners are assessed across a wide range of skills, knowledge and understanding on entry to the school and at key transition points.

Information gathered from regular assessments is used to plan and review appropriate outcomes and interventions with all learners and families, with a growing understanding of individual need. All learners are involved in assessing their own progress and contributing towards their own outcomes.

Helping Factors: **1. The school will evaluate the variety of assessment styles are used to enable all learners to demonstrate a range of knowledge, skills and understanding**
2. Parents and carers will be fully involved in assessing the progress of learners and contributing to outcomes

Actions:

Factor	What?	Who?	Success Criteria?	When?
The school will evaluate the variety of assessment styles are used to enable all learners to demonstrate a range of knowledge, skills and understanding	An audit and evaluation of the methods of assessment styles used. Teachers to further develop assessments tests and tasks to reflect Bloom's Taxonomy. All teachers will engage in the Outstanding Teacher Intervention Programme provided by Osiris	Learning Leadership Group Third cohort October 2017- February 2018	The school will have good understanding of the types of assessment used. The staff will be able to plan for improvement in assessment methods for greater accuracy	24/02/2017
Progress 80%				
Parents and carers will be fully involved in assessing the progress of learners and contributing to outcomes	Ensure that all parents and carers are fully informed of the actions of the school through newsletters, meetings, website, Twitter, etc.	Learning leaders	Parents will report satisfaction with regard to their receipt of information	31/10/2016

	Consult parents and carers regularly, i.e. 3 time a year to assess their satisfaction with the education, safeguarding and progress of their child	Leadership		
Progress 67%	Website is up to date fortnightly newsletter established Twitter feed regularly updated Parent meetings scheduled and well attended			

Staff development

Focusing	Developing	Establishing	Enhancing

Date: 19/09/2016

Evidence: Staff regularly discuss the setting's vision and philosophies, and theimplications for everyday practice. The school uses appropriate training opportunities provided by other settings and by external providers. Funds are available and time is protected to meet the identified training priorities for inclusion. Barriers for vulnerable groups are discussed collectively and strategies developed to overcome them. Staff with responsibility for specific vulnerable groups are trained to ensure improved outcomes. Staff expertise is routinely shared within the school. There is an induction programme for new staff to familiarise them with the setting's inclusive practice and related procedures. Staff know who to approach for advice andsupport within the school. All staff up-date their skills and knowledgethrough a cycle of professional development. All staff take responsibility for their ownprofessional development. Training is provided on relevant currentlegislation.

Helping Factors: **1.An appropriate staff development programme will ensure all staff are competent and confident to teach all the children and young people in the school irrespective of any barriers to learning.**

Actions:

Factor	What?	Who?	Success Criteria?	When?
An appropriate staff development programme will ensure all staff are competent and confident to teach all the children and young people in the school irrespective of any barriers to learning.	The training needs of all staff, relating to inclusion, are audited and reviewed annually. The impact of staff development is evaluated in terms of improved outcomes for children and young people. Blue sky introduced to support Performance management and training	Learning Leadership Group	The SENCO will be able to arrange appropriate training and development for staff. A report to Governors will demonstrate impact of staff development in terms of impact on learning.	26/04/2018
Progress 58%				

Involving specialists and external agencies

Focusing	Developing	Establishing	Enhancing

Date: 19/09/2016

Evidence: The school uses the knowledge and expertise of a full range of specialists and external agencies to plan strategically, deliver inclusive practice, and implement a graduated response. The knowledge and expertise of appropriate specialists and external agencies is sought to enhance a fully inclusive learning environment for all children and young people. All staff, including specialist and external agencies aim to improve the aspirations and self-belief of learners, and promote independent learning and social skills. The school plans support for new learners linking with previous educational establishments as well as specialists and external agencies.
Over time, our school has gathered detailed information about the needs of learners, so that we are able to work effectively with specialists and external agencies.
We have a clear rationale to deploy support staff to meet the specific needs of learners. Support staff have a clear line management structure and know who to seek support from regarding their role andrespionsibilities. There is a clear professional development structure. The views of learners and families are included when planning a programme of support and to ensure positive transition outcomes. Support staff, alongside teaching staff, have a role in ensuring that learners are involved in assessing, planning and evaluating their own individual targets.

Helping Factors: **1.The school regularly re-examines its interaction and cooperation with a range of specialist providers**

Actions:

Factor	What?	Who?	Success Criteria?	When?
The school regularly re-examines its interaction and cooperation with a range of specialist providers	The SENCO and Leadership teams will work systematically to re-examine our engagement with a range of services, making changes and adjustments as required to improve practice	SENCO and Leadership teams	The school will receive support advice and guidance from a range of professionals and external agencies	15/06/2018
Progress 59%	Specialists and external agencies: • SaLT • Behaviourist • School nurse • deafCAMHS • Educational audiologists •			

Creating the environment

Focusing	Developing	Establishing	Enhancing

Date: 19/09/2016

Evidence: Braidwood promotes an inclusive, accessible and welcoming learning environment for all. There is a positive and aspirational culture in the setting that encourages learners to engage in all activities and opportunities with confidence. We promotes an on-going and reflective learning environment for learners with a shared ethos that promotes inclusion whatever the needs of the children and young people. Positive attitudes to diversity are promotedin the school. We promote and support children, young people and all adults to treat each other with care and respect. There is a flexible approach to the organisation of the teaching and learning environment that promotes cooperative learning. The school values and celebrates the personalachievements and efforts of all learners.

Helping Factors: **1.The scholl will ensure that the environment is maintained to provide an outstanding learning environment**

Actions:

Factor	What?	Who?	Success Criteria?	When?
The scholl will ensure that the environment is maintained to provide an outstanding learning environment	Carry out annual audits of the environment to: - overcome any barriers to inclusion for learners - ensure it is accessible, safe and welcoming to families and community users. Development of a three year maintenance and refurbishment plan.	SLT and SENCO Monica Lewis - Strategic Business Manager	Barriers to inclusion for learners will be removed. The school will be accessible, safe and welcoming for all. The school will have a planned programme of development and improvement for the environment.	20/12/2016
Progress 95%				

Teaching and learning

Focusing	Developing	Establishing	Enhancing

Date: 19/09/2016

Evidence: The school develops quality teaching and learning to ensure all children and young people are fully included and best possible long term outcomes are promoted. Teachers' sound knowledge of learners enables them to plan achievable and challenging learning opportunities. Teaching and learning activities are based on an understanding of how young people learn so that they are accessible to all. Reasonable adjustments are anticipated to remove barriers to learning and participation. Flexible groupings offer all learners opportunities to participate in collaborative learning. Opportunities are provided for learners to record their work in a variety of ways. Resources and curriculum materials are selected, as far as possible, to reflect the backgrounds and experience of all learners, the diversity in society and the local community, promoting positive images of all groups. Staff have regular professional development opportunities to ensure they are able to meet the needs of all learners. Staff have access to and choose appropriately from a range of available resources to support learning for all. The school works with specialists and external agencies to develop appropriate teaching and learning. We work in partnership with parents and families so they are able to support their young person's learning. We support learners to be participants in their own learning. There is a process in place to regularly audit the curriculum and associated resources to plan for future needs of learners..

Helping Factors: 1.To further develop quality teaching and learning to ensure all learners are fully included and best possible long term outcomes are promoted.

Actions:

Factor	What?	Who?	Success Criteria?	When?
To further develop quality teaching and learning to ensure all learners are fully included and best possible long term outcomes are promoted.	The monitoring will ensure that teachers plan the deployment of support in the classroom with a clear rationale for achieving outcomes for children and young people. Regular evaluation of the effectiveness of adult support and the promotion of increasing learner independence. All teachers will engage in the Outstanding Teacher Intervention Programme provided by Osiris	Head, Deputy and Assistant	Adult support will be planned and provide greater focus on targeted progress. Teachers will plan learning that take in feedback, learner autonomy, challenge and engagement.	20/07/2017

Social emotional health and well-being

| Focusing | Developing | Establishing | Enhancing |

Date: 19/09/2016

Evidence: Braidwood works to ensure that learners develop and maintain positive social and emotional health and well-being to enable them to be successful. There is a whole school approach to developing the social and emotional health and well-being of learners and reflected in our values. We empower all groups to be fully involved in improving their own and others' social and emotional health and well- being. A positive learning environment safeguards and promotes the social and emotional health and well-being of all. Staff are aware of the risk factors for young people in response to life events and at times of crisis that might contribute to social, emotional and mental health difficulties. Continuing Professional Development ensures staff have the skills and support to build and maintain positive relationships with all learners. We have in place positive early intervention strategies and there is a graduated response to supporting social and emotional health and well- being. There is a positive behaviour policy where learners are encouraged to develop pro- social behaviours. Incidents of anti-social behaviour are monitored. We work with a range of specialist and external agencies to support positive social and emotional health and well-being.
The importance of full attendance is promoted and monitored. The reasons for regular or extended absences are explored and appropriate action is taken.
Learners are supported to explore opportunities, develop independence and face challenges with confidence.

Helping Factors:
1. The school will develop a coherent whole school approach to the development and maintenance of learner social, emotional health and well being.
2. The school will ensure that available support for the social and emotional health and well-being of learners is communicated to families
3. Purchase and initiate the use of the Children's Mental Health & Psychological Wellbeing Portfolio - Belonging, Distress, Enjoyment, Healthy Living, Resilience, Responsiveness and Social Behaviour
4. Learners have positive relationships.
5. Learners have a positive view of themselves and an identity that is respected.
6. Train up learner volunteers to become peer mentors

Actions:

Factor	What?	Who?	Success Criteria?	When?
The school will develop a coherent whole school approach to the development and maintenance of learner social, emotional health and	Research the concept and development of the 'Compassionate School" approach. Audit our development of social and emotional health and well-being.	Head teacher	A coherent picture of the school's approach to the development of social, emotional health and well-being will be produced.	30/06/2017

well being.	Ensure that available support for the social and emotional health and well- being of learners is communicated to families Design method of monitoring learner SEHW		A plan for the maintenance and further development of the school's support for SEHW will be made.	
The school will ensure that available support for the social and emotional health and well-being of learners is communicated to families	Provide sign posting for parents through website and newsletters to families	Head teacher	Families will report that they are well informed	24/02/2017
Purchase and initiate the use of the Children's Mental Health & Psychological Wellbeing Portfolio - Belonging, Distress, Enjoyment, Healthy Living, Resilience, Responsiveness and Social Behaviour	Purchase and initiate the use of the Children's Mental Health & Psychological Wellbeing Portfolio - Belonging, Distress, Enjoyment, Healthy Living, Resilience, Responsiveness and Social Behaviour	Ian Brizell - SENCO Liz Garrity Bev Blissett, Ryan Sutton - Mentors	The school will be able to work on the key issues in the identification and promotion of children's mental health and psychological wellbeing, including recent developments in child and adolescent mental health, the CAMHS framework, the developing role of schools, assessment in practice, the monitoring and evaluation of clinical interventions, outcome measures and global assessment scales and interpreting data.	15/12/2017
Progress 65%				
Learners have positive relationships.	The school will provide a range of activities and guidance for promoting social and emotional skills through - tutor group times - House groups - peer mentoring(respect) - information to parents	Learning Leadership Group Tutors House leaders Mentors	Reported enjoyment and enhanced feelings of success will be recorded using pupil interviews	23/02/2018
Progress 24%				
Learners have a positive view of themselves and an	The school will develop clear structures for pupils to influence decisions and	Phil Bailey Learning Leadership Team	Learners will report that they are consulted regularly	04/05/2018

identity that is respected.	developments within the school through the further development of: - tutor groups - house groups - School Council		and influence decisions and developments with school.	
Train up learner volunteers to become peer mentors	Make use of NDCS peer mentoring training programme to provide learner volunteers with skills to become peer mentors. Learners from year 9,10,11 and 12 will learn what peer mentoring is about and then choose whether to volunteer for training.	Ian Brizell, Beverley Blissett	Learner volunteers will be trained in peer mentoring and provide support to other learners as appropriate	15/12/2017
Progress 20%				

Participation of learners

Focusing	Developing	Establishing	Enhancing

Date: 19/09/2016

Evidence: Learners are increasingly consulted, involved and engaged in discussions and decisions affecting their progress and participationin all aspects of life in the setting and planning for transitions in the future. Learners are involved in a wide range of decision-making processes that affect their lives, with involvement increasing as they age and mature. The School Council is representative of all sections of the community or there are mechanisms for ensuring their views are represented. Learners are actively supported in evaluating their own learning and agreeing outcomes and active support, to participate in review meetings, is provided and learners' views are fully included in the decisions that impact on changes in provision and at key transition points.

Helping Factors: **1.Learners to be more fully involved and consulted about decisions affecting their progress and participation in all aspects of life in the setting and planning for transitions in the future.**

Actions:

Factor	What?	Who?	Success Criteria?	When?
Learners to be more fully involved and consulted about decisions affecting their progress and participation in all aspects of life in the setting and planning for transitions in the future.	The school needs to ensure that there are policies and procedures in place to ensure that all learners have opportunities to participate in decision-making processes. Learners are consulted on and included in planning, implementing and reviewing policies and processes for improvement of the setting and are able to actively contribute through ideas and initiatives. Provide a variety of opportunities for children and young people to participate in school life and a range of different ways that they can contribute their views and suggestions.	SLT Rachael Farrell (PSHE lead) SLT	Learners will know that their ideas and opinions matter to the running of the school and that they are listened to with respect. Learners will be able to identify how and when they made a difference.	30/10/2017

Partnership with families

Focusing	Developing	Establishing	Enhancing

Date: 19/09/2016

Evidence: There is a shared working partnership between families and the school to ensure best outcomes for young people. There is a welcoming ethos for all families and processes in place to ensure a partnership approach is developed from the start. The school tries to empower all families to communicate their views about the needs of their young person. The views of families of young people with additional needs are sought to improve accessibility and equality of opportunity. Parents and carers with individual needs and disabilities are encouraged to share relevant information with the setting to enable them to be fully involved with their child's education.

Helping Factors: 1.The school will extend the range of effective communication opportunities to ensure information is shared between school and families
2. The school will include feedback from families when writing or reviewing key school policies and practices

Actions:

Factor	What?	Who?	Success Criteria?	When?
The school will extend the range of effective communication opportunities to ensure information is shared between school and families	Group tutors to take responsibility for Home School liaison for their groups. Ensure that tutors have sufficient guidance and support when dealing with parents/carers by providing the opportunity to co-work issues/staff meeting training with scenarios Ensure that staff are aware of the guidance and school policy on 'lone-working'.	Group tutors Head and deputy Head teacher	Parents and carers will report satisfaction with regards to their contact with the school. Tutors will report increased levels of confidence in dealing with parents and carers. No member of staff will be at risk.	01/02/2018
Progress 34%				
The school will include feedback from families when writing or reviewing key school policies and practices	Ensure that a representative group of parents are consulted when renewing policies	KS	Feedback from parents	27/10/2017

Transition

Focusing	Developing	Establishing	Enhancing

Date: 19/09/2016

Evidence: Transitions are planned and resourced to ensure best outcomes for learners as they move between settings and phases. The induction and transition policies and procedures are regularly monitored, evaluated and reviewed. Information gathered during the transition process is used to inform strategic planning for increased inclusion and accessibility. Transition arrangements are tailored for learners with additional needs to ensure their needs are met within the setting and reasonable adjustments are made. The setting gains the views of learners when planning for transition and agrees what information is appropriate to share. The school works in partnership with families and agrees what information is appropriate to share as part of the transition process. We work with specialists and external agencies,where appropriate, to ensure that transitions are well planned.

Helping Factors: **1.The school will continue to support learners before, during and following transition points ensuring that individual needs are met**

Actions:

Factor	What?	Who?	Success Criteria?	When?
The school will continue to support learners before, during and following transition points ensuring that individual needs are met	Review procedures for transition: KS2 - 3; KS3 - 4; KS4 -5 with particular focus on individual progression and planning for measurable achievement	The Learning and Strategic Leadership Teams	All learners will have smooth transition experiences with improved outcomes at each KS	22/06/2018
Progress 21%				