

The aim of this plan is to secure all of our pupils' academic achievement and personal development. The Development Plan sets out the strategy and development planning for the three years from 2022-2025. The Plan is developed through discussion by, and consultation with, staff, pupils, parent/carers, Local Authorities and the Trustees and is informed by the school self-evaluation process and the new Ofsted Framework. The School Development Plan will be reviewed at the end of each term by SLG.

Snowflake School

School Improvement Plan

2022-2025

Our Mission Statement

To improve the lives of families of pupils with autism by providing an education where all pupils make outstanding progress towards independence within a learning environment., using the principles of ABA/VB learning.

Our Vision

To provide a **safe, understanding** school where pupils are taught **patiently**, and **enthusiastically** in an atmosphere of mutual **respect** which is promoted throughout the community

To develop a **skilled and highly motivated** workforce.

To provide a highly **differentiated and individual curriculum** using the principles of ABA /VB teaching to underpin subject-based learning

To encourage all pupils' **potential** to develop skills beyond their current level, free of behaviours and activities that cause injury, pain or limit opportunities for full community involvement.

To teach **functional communication** skills and other skills that will lead to rewarding personal relationships, well-being, vocational productivity and self-determined daily activities.

To develop strong relationships with parents/carers, recognising they are the pupil's **first educators** and that their expertise in their child is of paramount importance.

Applied Behaviour Analysis / Verbal Behaviour ABA/VB

ABA is the science of applied behaviour analysis. It is a method of analysing behaviour in order to understand its function and uses this information to guide treatment and change the behaviour. The ABA curriculum initially provides a one-to-one intensive programme that is individualised and continually monitored, to ensure that each pupil reaches their full potential. Teaching at Snowflake School will be guided by the science of applied behaviour analysis (ABA) including Skinners Analysis of Verbal Behaviour.

Roles and Responsibilities

The trustees monitor the SDP and the headteacher provides a weekly short term update to the chair and a termly overview evaluation to the trustees. The SLG each have a lead area of responsibility and have detailed plans related to these areas, School evaluation reflects annual progress against these areas.

Key to SLG responsibility in the plan

KS	CS	TM	AM	FA	LJ
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Safe Understanding Patient Enthusiastic Respectful

Summary OFSTED Inspection May 2023

- Staff know pupils well and treat them with respect and dignity
- Leaders have high expectations, over time pupils' confidence resilience and independence blossoms
- Therapists work well with other professional's pupils to achieve targets quickly, staff then set more ambitious targets
- Pupils are happy at school, bullying is not tolerated
- Leaders identify needs extremely well and use this information to create a personalised curriculum
- Pupils learn a variety of subjects linked to one of 3 pathways
- Leaders [prioritise reading and pupils have regular phonics lessons to build their fluency
- Pupils have lots of opportunities to learn about self-help skills which helps them become more independent
- Staff are well trained and manage behaviour expertly
- Staff are proud to work at the school and feel well-supported
- The trustees are passionate and fully supportive of the school's work
- Safeguarding is effective staff know how to spot changes in pupil's behaviour

Further Developments Required

- Ensure ISS are rigorously met at all times
- Review training of reading to ensure all staff help pupils build up reading fluency
- Review curriculum thinking in some subjects, ensuring that component knowledge is explicitly set out, taught and assessed.

	Grade
1. Quality of Education	good
2. Personal Development	good
3. Behaviour and Attitudes	outstanding
4. Leadership and Management	good
5. Overall Effectiveness at previous inspection	outstanding

Snowflake School Strategic Intentions 2022-2025

- **To be recognised as a consistently outstanding ABA/VB school.**
- **To continue to meet the needs of pupils and families requiring specialist ABA/VB education.**
- **To continue to develop a relevant and innovative curriculum based on the needs of the individual**
- **To prepare pupils for life outside and after Snowflake School**

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Key areas for focus 2023/2024 (from 2022-2023 SEF):	Timescale	Intended outcome	costs
<ul style="list-style-type: none"> To continue to develop an expanded Snowflake provision, to meet the needs of pupils, families and the local authorities requiring specialist ABA/VB education in London. For all pupils to be readers/appreciators of books by embedding reading and phonics values and curriculum across the school For data to be electronic by implementing a new data recording system For all pupils to access increased subject teaching by implementing a blended subject knowledge/ABA approach to teaching For all secondary pupils to have a transition/career pathway by developing a clear career strategy and delivery platform To enhance the 'Snowflake Brand' by developing the website and social media platform 	Ongoing	Both sites full	Income not cost
	Summer 24	Staff to be confident in teaching reading	£1000 training
	April 24	All ABA data to be online so tutors pre for the next day instead of writing data	£18 per pupil per month
	April 24 (phase 1)	Clear careers strategy in place	£1000 2 X days consultant
	December 23	Modernised website launched	?

Leadership and Management

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Safe Understanding Patient Enthusiastic Respectful

- Develop subject leaders' role
- Develop a Head of Teaching and Learning Role
- Implement a well-being strategy
- Develop website and online profile
- Implement cyber safety
- Ensure ISS are constantly met
- Expand the role of Trustees to shape the direction of the school moving forward

Area of focus	Lead SLG	Other staff	End Date	Resource/cost	Intended outcome	RAG Rated each term with comments Completed/Ongoing/ not started		
Review skills, roles and strategic direction of SLG	KS	SLG	April 24		Clarity and agreement of structure/roles of SLG moving forward			
Organise middle leaders training – 3 full days off-site	KS		11/23, 3/24, 5/24	Room charge	All middle managers are confident and competent leaders			
Follow attendance and protocol rigorously with threshold meetings run by the HR officer (Sandra)	KS	SW, AM CS	On going		Improvement in attendance and punctuality			
Weekly meetings regarding recruitment, attendance of staff and admissions with HT, HR officer and PA.	KS	SW,AM	On going		Clarification of roles and responsibilities and actions needed			
Appoint effective admin support	KS	SW	Half term 23		Effective admin support			
Appoint SaLT and SaLTA	KS	SW	Dec 23	£10K agency	SaLT and SaLTA in place to support pupils			
Complete website and relaunch	TM	SLG			Website launched which is user friendly and provides essential information for intended audiences e.g. prospective parents/employees			

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Set up a robust system of monitoring for ISS in line with 2023 adaptations and schedule 10 of Equality Act 2010	KS	FA	Sept 23		Robust spreadsheet monitored regularly and checked on going against standards			
Appoint external BCBA trustee	KS	FA	Sept 23		External support from the school from ABA professional			
Allocate roles to trustees for supporting the school	KS	FA	Dec 23		Trustees have wider interest and individual foci			

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Quality of Education

Identified Areas of Development (from SEF):

- Embed Phonics across the school, ensuring staff is confident to support the delivery
- Enhance the bulb curriculum to provide more challenge
- Embed subject teaching for all pupils, individually planned
- Ensure the induction package can be delivered by more than one person
- Implement online data collection
- Implement, valid, targeted learning walks
- Develop a prompt marking policy

Area of focus	Lead SLG	Other staff	End Date	Resource/cost	Intended outcome	RAG Rated each term with comments Completed/Ongoing/ not started		
Train 2 more teachers on RWI and then train tutors	KS	LJ	Oct 2023	£700	2 more staff trained in RWI and able to train tutors			
Support teachers to develop creative subject lessons based on need	LJ	Teachers	Ongoing	N/A	All teachers are confident with planning, differentiation and individualisation of learning.			
Support teachers to plan using the Snowflake plan, differentiated appropriately	LJ	Subject Lead	July 24		Long term and medium-term plans templates completed. Subject Leads to check plans.			
Encourage other staff to pair with AH during the next delivery of induction	TM	Sups	July 24	N/A	Variety of staff are confident in delivering induction package			
Plan a working group for marking policy								
Contact other schools using online data and trial before Christmas	AM			18/pupil/month +tablets+ internet	Online data system- time efficient	Done		
Plan for learning walks for each term, reviewed weekly during SLG	AM CS	LJ		na	Quality of teaching and learning up to highest standards	To be started		
MPT timetables for all pupils	LJ/T M	Sups	Nov 23		All pupils have an individualised timetable which outlines what they are learning. Tutors are confident in running all programs.			

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Develop schemes of work for all subject teaching	LJ	Teachers	Feb 24		Clear sequential, progression of learning for all subject content on all three pathways.			
Data Drop for Earwig Assessment termly	LJ	Teachers	Termly		Updated data recording system for pathway learning goals.			
All pupils to receive subject teaching according to their need	LJ	Teachers	Nov 23		Pupil progress			

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Behaviour and Attitudes

Identified Areas for Development (from SEF):

- To employ a more consistent approach to positive behaviour support
- To embed Zones of Regulation in all classes, including via the use of alternative communication methods
- To carry out a pupil's survey
- To further reduce RPI
- To ensure team teaching practice sessions take place monthly
- To ensure rigorous and timely reviews of all behaviour support plans occur regularly
- To ensure effective data management systems are in place for behaviour management
- To embed practice and techniques for managing RPI

Area of focus	Lead SLG	Other staff	End Date	Resource/cost	Intended outcome	RAG Rated each term with comments Completed/Ongoing/ not started		
To set up pupil voice groups on both sites	AM CS			N/A	Pupil council to make decisions on upcoming social or cultural celebrations	To find replacement for Charlotte in primary	Ongoing	meeting to take place before christmas
Improve online data analysis for incidents and accident	TM			N/A	Clear system in place which alerts relevant staff to increases in incidents and accidents. Staff are aware of who to alert I.e. Tara/BCBA when increases continue.			
Implement the protocol for additional behaviour support based on referral of need	TM/A MG			N/A	Best use of roles	Done		

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Ensure reduction of RPI	AM	sup		na	Best and most appropriate proactive and non physical reactive strategies in place for every pupil	Reduction in primary		
Ensure all behaviour plans are updated regularly	AM	sup		na	Best and most appropriate proactive and non physical reactive strategies in place for every pupil	Ongoing in primary		
Ensure regular Team Teach practice on both sites								

Personal Development

Identified Areas for Development (from SEF):

- Develop and implement a careers strategy
- Embed PSRSE curriculum and practice
- Ensure that work placements are implemented
- Ensure ample opportunities for pupils' physical development to support their well-being, independence, social awareness and self-regulation
- Ensure effective tracking of EHCP outcomes
- To embed pupil voice opportunities through council group and pupil surveys

Area of focus	Lead SLG	Other staff	End Date	Resource/cost	Intended outcome	RAG Rated each term with comments Completed/Ongoing/ not started		
To embed RSE teaching and further train staff	LJ	Teachers / AM / CS	Ongoing		All staff – SLG, teachers, supervisors and tutors confident with legal responsibilities and school's approach to teaching RSE.			
Offer an incentive payment for teaching Asdan and careers	KS	CS	Nov 23	£2K £500 training	A member of staff to manage and lead on Asdan teaching and assessment			
Secure work taster placements and train staff to support as job coaches	CS	AM	NOV	Unknown	Meet with careers coach November			

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Earwig training for staff	LJ		Dec 23		Earwig used optimally for data collecting, recording, reporting and home/school communication.			
Pupils voice groups on both sites	AM CS			na	Pupil council to make decisions on upcoming social or cultural celebrations	To find replacement for Charlotte in primary School council meeting forthcoming	-	
More enrichment opportunities for pupils	CS		JULY 24	NA	Enrichment lead to be appointed	Ongoing		
Jack Petchey Award in place and monitored	CS	N/A	Ongoing	NA	Pupil and staff to be nominated for Jack Petchey award/form completed	ongoing		
Appoint enrichment lead	KS	CS		£1k	Staff member responsible for managing/ recoding /monitoring enrichment opportunities for pupils	Ongoing		
Plan external careers consultant visit	CS	AM	July 24	N/A	Careers coach to come to school in Nov and again in February	Ongoing		
Involve pupils in Panathalon	CS	PE Teacher	July 24	N/A	PE teacher to be appointed will work together	Not Started		
Improve the playground in Earls Court	AMG	FA KS	Summer 24	£25K	Improved and safer play area for pupils	Ongoing-quotes received		
To ensure pupils all have SUPER goal set aligned to values	AM CS					Done in primary Ongoing for new pupils		

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