

Shared Action Plan 2019-20	Lead/Change Team: <i>Happy Centred Schools</i> <i>Annabelle, Tracey C, Jo W, Sara J, Jane, Margaret</i>			SDP Links:			Progress review 2019-20		
'We will' statements 2019	Actions to Complete	Time Frame for Completion	Who	Budget Allocated	Intended impact & Links to Research	Lead	Dec	March	July
We will review, research and develop our SEMH provision for both pupils and staff	<p>1.Create a partnership with NHS Mental Health Hub.</p> <p>2.Collate previous training and opportunities.</p> <p>3.Create an action plan for SEMH for school, pupils and staff.</p> <p>4.Review current practise for staff &amp; pupils.</p> <p>5.Work with Hub to create / deliver training opportunities and develop of provision as identified by partnership</p>	<p>End of Aut Term</p> <p>Dec 2019</p> <p>Dec 2019</p> <p>Spring Term</p> <p>Spring / Summer Term</p>	TC		<p>1.To gain skills and good practise from partnership with NHS professionals To improve and develop Coppice School's Mental Health Support Provision To have a positive relationship with NHS professionals</p> <p>2.To have an overview of provision so far to build upon To identify gaps and areas for development</p> <p>3.To have a clear direction for developing Coppice School's SEMH Provision Ensure all partners are clear about direction for improving Mental Health at Coppice School</p> <p>4. To have a good understanding of where current practise is to be able to identify next steps For all staff to have a voice and an input into developing Mental Health Provision at Coppice School</p> <p>5. To develop whole school provision and building capacity across the staff to support Mental Health For all staff and students to have good quality Mental Health Support and Education</p>	TC	<p>1.Two meetings completed. Dates for training and Supervision arranged for Jan. School has committed to Partnership.</p> <p>2.All training and curriculum development recorded and shared with Hub Lead. This has allowed us to identify net steps.</p> <p>3.Meeting concerning setting up supervision for staff has happened and dates and ideas agreed upon. Action Plan written and shared with Hub Lead.</p>		
<p><u>Entitlement &amp; Enrichment offer including No Limits Clubs.</u></p> <p>We will review our current practice and identify areas of success and improvement,</p>	<p>1.Gather and review evidence for No Limits, looking at the impact through school.</p> <p>3.Organise parents' assembly at the end of every term to celebrate 'No Limits'.</p>	<p>End of Autumn Term</p> <p>Week 2 of Au2</p>	AP		<p>1.To identify how skills for lifelong learning (HCS skills) are being embedded and used to support pupils develop key skills. To better understand and identify pupils' interests and how these are being developed though our No Limits clubs. To help enhance pupil voice throughout school, using the No Limits clubs as a tool to support this.</p>	AP	<p>1.New spring clubs created and selected by pupils. Pupils have signed up to new clubs. Delivered training. Review Document sent out for club leads to complete-impact on pupils.</p>		

celebrating our pupils achievements.					<p>2.To develop staff's confidence in using the HCS language. To ensure continuity and depth throughout school.</p> <p>3.To enable pupils and families to celebrate their achievements. To help enhance positive relationships between pupils' families and school.</p>		<p>2.Verbal discussion held with upper and lower staff to gage consensus on what 'confidence' means to different people. Written feedback from all teachers about what confidence means to the and what it looks like for their pupils collected.</p> <p>3.Parents informed of the assembly. Teachers have sent pictures for club videos to be made.</p>		
<p><u>Play Schemas</u></p> <p>Learning HCS skills through play.</p>	<ul style="list-style-type: none"> <li>Research play schemas through links with PVI's/Schools and research schools.</li> <li>Research the links between autism, play schemas, and obsession, where is the line?</li> <li>Promote identification of play schemas in class and break times and provide information for how to support – staff training.</li> <li>Produce a bank of ideas around each schema.</li> </ul>	<p>Spring Term</p> <p>Spring Term</p> <p>Summer Term</p> <p>Dec 2019</p>	<p>JoW SJ</p>		<p>1.To better understand and identify pupils needs, interests and learning styles through the use of Play Schemas.</p> <p>2.To use this knowledge as a means to identify pupil voice.</p> <p>3.To disseminate knowledge to whole school, so all staff are better equipped to identify and support learning through extending play schemas, and linking this to supporting better communication and positive relationships.</p> <p>4.To give play based learning a higher priority in the curriculum and learning.</p> <p>5.To have a better understanding of the interplay between Autism and play schemas.</p>	<p>JoW SJ</p>			
<p>We will implement Maths and English through the whole school curriculum including HCS.</p>	<ul style="list-style-type: none"> <li>Planning scrutiny of STPs (HCS and topic).</li> <li>Review planning and identify links to maths and English.</li> <li>Encourage staff to identify and mark maths and English links/opportunities in their ST planning.</li> </ul>	<p>Spring term</p> <p>Autumn term</p> <p>Summer term</p>	<p>JW</p>		<p>1.To improve understanding of Maths and English and how to teach it through HCS.</p> <p>2.For staff to become more confident at planning relevant, practical and meaningful Maths and English links in HCS.</p> <p>3.To enable staff to plan and deliver HCS with clear Maths and English links.</p>	<p>JW</p>	<p>Maths bank ongoing – staff emailed and invited to offer ideas. Staff emailed and asked to submit HCS planning</p>		

	<ul style="list-style-type: none"> <li>• Create an overview of planning within individual classes</li> <li>• From reviewing STP from staff, create a bank (examples) of where maths and English is used throughout HCS/topic planning.</li> <li>• Research and identify maths and English skills used as part of a daily lifestyle</li> <li>• Distribute ideas bank to staff to help plan MTPs</li> <li>• Meet with staff to explain and show how to plan a uniform format for links with maths and English in HCS and topic.</li> <li>• Staff to plan maths and English throughout their HCS/topic lessons using the uniform format</li> <li>• Review planning and links with maths and English throughout curriculum and feedback to staff</li> <li>• Review planning and maths and English links</li> <li>• Book scrutiny</li> <li>• Learning walks</li> </ul>	Summer term			4.For staff to be able to plan effective, relevant and useful application of Maths and English via HCS, incorporating therapies and EHCP targets into their lessons.				
HCS Program	<ul style="list-style-type: none"> <li>• Launch school driver at the beginning of each term.</li> </ul>		All			All			

	<ul style="list-style-type: none"><li>• Create a vocabulary bank for each driver.</li><li>• Key fobs/lanyard tags with current driver vocabulary.</li><li>• Tress per key stage/class with appropriate vocabulary linked leaves.</li></ul>								
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