



LONG TERM STRATEGY - ELLESMERE COLLEGE



QUALITY OF EDUCATION

PRIORITIES

READING



TOTAL COMMUNICATION ENVIRONMENT



PREPARATION FOR ADULTHOOD



BEHAVIOUR AND ATTITUDES

PERSONAL DEVELOPMENT

LEADERSHIP AND MANAGEMENT

PRIORITIES

QUALITIES AND INTERVENTIONS



EHCPS

SMSC GOLD

CLUBS & CURRICULUM DAYS

STAFF WORKLOAD & WELLBEING

HIGHLY EFFECTIVE TEACHING

PARENTAL ENGAGEMENT



Summary of Priorities

Quality of Education
Improve outcomes in reading through further development and embedding the teaching of reading using a systematic synthetic phonics programme across the whole age and ability range.
Further improve our careers offer to ensure all secondary aged students are accessing and engaged in a meaningful and developmental programme.
Further improve the Total Communication environment where appropriate.
Behaviour and Attitudes
To achieve consistently positive behaviour and attitudes through enhanced CPD and a bespoke interventions programme (including Thrive)
Further embed Ellesmere Qualities ensuring consistency across the college.
Personal Development
To ensure the EHCP curriculum and evidence is highly effective and consistent across the college.
To ensure we confidently meet the criteria for SMSC Gold – SMSC embedded across the curriculum, age and ability range.
To enhance the broader curriculum and cultural capital through highly effective cross-curriculum days and an all-inclusive clubs offer.
Leadership and Management
To further embed staff workload and wellbeing strategies to ensure staff wellbeing is good across all roles and levels of responsibility.
To ensure high quality teaching and learning across the college, through a commitment to research and evidence-based practice and a robust and broad CPD programme.
To increase parental engagement levels.
16-19 Study Programmes
Improve outcomes in reading through further development and embedding the teaching of reading using a systematic synthetic phonics.
Further improve our Preparation for Adulthood agenda through Embedding Project Search Programme with Leicester Universities Hospitals Trust
Early Years
Improve outcomes in reading through further development and embedding the teaching of reading using a systematic synthetic phonics (including pre-phonics/environmental sounds)
Embed parental engagement.
Further improve the Total Communication environment and support parents in this area.



Quality of Education Priority 1: Improve outcomes in reading through further development and embedding the teaching of reading using a systematic synthetic phonics programme across the whole age and ability range.		Lead: Ange Smith	Governor: Mahjabeen Gangat
Rationale	Ofsted identified that whilst phonics teaching was good, a consistent programme was needed across the age and ability age. An aspirational target is for students to leave Ellesmere with a functional reading age of 10.5 years.		
Intended impact	Students' reading will improve which will have a positive impact on outcomes across the curriculum.		

Year 1	Resp	£	What will success look like?			Year 2			
			A	S	S				
A systematic phonics programme is in place.	AS	PP				There is an increased percentage of students leaving Ellesmere with a functional reading age.			
Staff feel confident to teach/support the teaching of phonics (CPD)	AS	CPD				The reading at home strategy is embedded.			
Assessment of phonics is clear, consistent and understood by all.	AS					There is a well-stocked library with an effective borrowing system in place across both sites.			
Assessment of phonics informs planning.	LG/AR PS/JW					Reading interventions are clearly linked to class teaching of phonics, with a greater range of interventions			
A reading at home strategy has been introduced (including access to online texts as requested by Student Council)	AS	PP				The teaching of reading is consistently effective across the age and ability range. The phonics programme is embedded.			
Reading is well resourced across the college with age appropriate resources and decodable books.	AS	PP				Reading celebration events added to school calendar to raise the profile.			
Pre-phonics teaching is consistently effective across EYFS/KFC.	JW/GJ/ MT	PP				Staff have opportunities to visit other special schools with a reading focus.			



Comfortable, inviting reading areas are in place in classrooms/hub spaces.	JMM HOC	£5000				Students create audio/visual book reviews to encourage others to read.			
Reading is protected on the timetable and extended for new academic year.	HOC					Develop links with local schools to promote reading			
A reading buddy scheme is established between primary and secondary students.	HOC					Coordinate shared reading focus events with partner schools such as challenges			
Teachers optimise opportunities for reading within lessons across the curriculum.	HOC					Arrange a community read aloud day at each site			
All staff have appraisal objectives linked to improvements in reading.	AS					As part of WBD each year, hide books around the local community to encourage reading			
Reading will be a focus of a large proportion of our QA processes (eg learning walks/lesson observations)	AS/SB					Training provided to improve staff understanding of supporting reading post-phonics			
Heads of Centre to establish own bookshelves in office for students to browse	All SLT	£180				NGRT used for identified students to track progress and inform interventions			
Series of parent/carer workshops held to further develop involvement in their child's reading journey	HOC/AS	PP				Develop working relationship with Leicester Library Services to provide further reading opportunities for students			
Establish book sharing mornings, including sensory approaches	HOC/AS					Series of parent/carer workshops held to further develop involvement in their child's reading journey			
Set expectations for books at home and reading journals	AS	£170							
Governors invited to new Phonics programme launch	AS								
Raffle ticket system run by librarian to promote reading.	AS/LG/AR/ JW/PS								



Quality of Education Priority 2: Further improve our careers offer to ensure all secondary aged students are accessing and engaged in a meaningful and developmental programme.		Lead: Ange Smith	Governor:
Rationale	Preparing students for adulthood is the underlying core purpose of Ellesmere and we wish for all of our students to be prepared for life beyond school.		
Intended impact	Students will meet their potential in terms of independence and destinations.		

What will success look like?										
Year 1				Resp	£	A	S	S	Year 2	
Project Search will have its first successful year.				SG					All students in KS4 will be offered a residential opportunity.	
Every leaver will partake in a work experience placement.				SG KMK					All Post-16 students will be offered a residential opportunity through NCS.	
All Y9s will have a Connexions interview.				AS					Gatsby Benchmarks are embedded.	
There is a Careers Evaluation Board in place				AS					Parent-carer workshops and coffee mornings focused on Careers – to include presentation from Project Search interns, Connexions and LLEP	
Connexions will attend EHCP review meetings for leavers.				AS					Introduce regular 'Careers' section of newsletter	
There will be a Careers working group established.				AS					Continued promotion of college open days and job fairs to parents and carers via Weduc and social media accounts	
There will be increased opportunities to meet all of the Gatsby Benchmarks.				AS DA Asa					Careers Lead can begin Quality in Careers Standards accreditation	



Community Café and other Enterprise activities will be embedded.	SG					Number of Careers lessons increased for Key Stage 3 and Key Stage 4 students			
Students to run regular community events (eg beetle drive/bingo/school discos) to practice life skills. (student council idea)	SC					Programme of employer engagement activities developed further – including Careers Fair, mock interviews and Q&A sessions			
						Further work experience opportunities developed and widened for Key Stage 3 where appropriate			
						Programme of FE provider, apprenticeships provider and independent provider engagement activities developed further and promoted with parents and carers – including visits to classes, attendance at Parents’ Evening, information evenings			
						Project Search expanded to two employers; NHS and Hotel Brooklyn			
						System in place to enable Ellesmere to stay in touch with leavers to support further tracking of destinations			



Quality of Education Priority 3: Further improve the Total Communication environment where appropriate.		Lead: Kirsten Davies	Governor:
Rationale	With so many of our CYP having difficulties with speech, language and communication we owe it to them to provide a total communication environment. This is particularly relevant in our Primary, Connecting and Responding and High Needs pathways and must not be forgotten in cross pathway events such as student council and assemblies.		
Intended impact	Our school is fully inclusive of our young people with SLC difficulties. Students feel more involved and valued.		

What will success look like?										
Year 1				Resp	£	A	S	S	Year 2	
Makaton is used consistently in Primary, Connecting and Responding and High Needs classrooms.				KD LR					Makaton is embedded across Primary, Connecting and Responding and High Needs pathways.	
The majority of assemblies are supported by key Makaton signs and widget symbols.				HOC					ALL assemblies are supported by key Makaton signs and widget symbols.	
Our 50 core signs are practised and understood by all (including the majority of parents)				KD					Ensure communication targets are embedded across the curriculum	
50 core signs included in induction packs for new staff and regular visitors				RT					PODD visit to Challenge Partner school with specialist SALT KD LR Oct 23 Create action plan Autumn 2 Trial from Jan 24 To ensure students have opportunities for expressive language	
50 core signs provided for all stakeholders				KD					Talking Mats Training 8 AM 8 KFC 8 Jan Feb 24 8 June July 24 £730 To ensure students have opportunities for expressive language	



PECS is used consistently across the Knighton Fields classes and in appropriate primary classes.	LR					Makaton Trainer action plan for inhouse training Inc. admin/ICT/Premises, induction, parental workshops, transport			
Areas of school are signposted, supported by symbols.	JMM	£4000				PECS Trainer			
All classes use visual timetables. (individual at KFC)	HOC					Review of use and opportunity to share good practice (CPD).			
The signing choir is embedded and have lots of opportunities to perform.	SC					Choir have opportunities to access performance opportunities outside of school.			
SCERTS assessments will be introduced at Knighton Fields.	LR								
Opportunities built into the curriculum to have meaningful communication	HOC					To continue to create opportunities built into the curriculum to have meaningful communication			

Behaviour and Attitudes Priority 1: To achieve consistently positive behaviour and attitudes through enhanced CPD and a bespoke interventions programme (including Thrive)		Lead: Rebecca Tobitt			Governor:		
Rationale	Behaviour is good but there is always room for improvement. Interventions have been affected by Covid and the cover situation. We wish to prioritise interventions to support behaviour, wellbeing and academic progress.						
Intended impact	Interventions are accessible to all students who need them.						

What will success look like?											
Year 1					Resp	£	A	S	S	Year 2	



A catalogue of interventions is shared with staff and parents.	RT/JW					A team of well-trained staff deliver interventions which are bespoke to children's needs. The impact of interventions is measured consistently.			
Intervention TAs time is protected for interventions (not cover)	HOC					The process for sharing outcomes with parents is embedded.			
All interventions are regularly monitored and evidenced. Impact is assessed.	RT/JW					Interventions are aligned for each site to maximise impact and outcomes for students			
Intervention outcomes are shared with class teams and parents.	RT/JW					Intervention outcomes across all sites are shared with parents			
Incidents of bullying/harassment are consistently low and dealt with effectively.	RT/JW					Incidents of bullying/harassment are consistently low and dealt with effectively.			
Fixed term exclusions remain low	RT/JW								
Intervention staff receive relevant and effective training.	RT/JW								
Where relevant the impact of interventions is linked with the Ellesmere Qualities	RT/JW								

Behaviour and Attitudes Priority 2: Further embed Ellesmere Qualities ensuring consistency across the college.		Lead: Rebecca Tobitt	Governor:
Rationale	The Ellesmere Qualities underpin the ethos and culture of the college. These need to be visible and used consistently across the college to help promote positive engagement.		
Intended impact	All students have an awareness of the qualities and strive to gain points and improve their performance.		



What will success look like?										
Year 1				Resp	£	A	S	S	Year 2	
Qualities are displayed well around school in communal areas and in every classroom.				HOC					Qualities are fully embedded in the culture of the college.	
ALL staff issue points to students who demonstrate the qualities.				KD LR MB KMK SG					Qualities continue to promote positive behaviour.	
Consistency is achieved across phases so classes receive similar numbers of points (a fair system)				KD LR MB KMK SG					Embed a new process of celebrating the Ellesmere Qualities through the Star of the Week	
Where relevant the impact of interventions is linked with the Ellesmere Qualities				RT/JW					As part of the interventions improvement plan, qualities are embedded in the interventions offered	
Our whole school community, including parents are aware of our qualities and the half termly focus and encouraged to provide evidence.				SB						
The review time at the end of each day is used productively to review points.				HOC					Undertake effective QA of review Time	

Personal Development Priority 1: To ensure the EHCP curriculum and evidence is highly effective and consistent across the college.		Lead: Rebecca Tobitt	Governor:
Rationale	EHCPs are integral to the needs of each individual child. The monitoring of EHCPs and ensuring students progress towards their outcomes should be a team effort between school and home.		



Intended impact	More parents will contribute evidence to EHCP outcomes.
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What will success look like?										
Year 1		Resp	£	A	S	S	Year 2			
Parents can opt-in for a face to face EHCP review.	RT/JW						Developments from Year 1 are embedded.			
EHCP targets displayed in every classroom	RT/JW									
Class teacher to attend EHCP review to help build relationships with parents.	RT/JW									
Tutors will share EHCP outcomes with parents via Weduc early in the autumn term.	RT/JW						Support parental engagement through the use of EFL in sharing evidence			
Tutors will request EHCP evidence regularly via Weduc and will also send evidence home.	RT/JW									
A competition is set up to encourage parents to send in EHCP evidence.	RT/JW	£900					EHCP evidence is shared using new process for parents			
The level of parental engagement in relation to EHCP evidence increases.	RT/JW						Parental engagement continues to increase in relation to EHCP evidence sharing			

Personal Development Priority 2: To ensure we confidently meet the criteria for SMSC Gold – SMSC embedded across the curriculum, age and ability range.		Lead: Rebecca Tobitt	Governor:
Rationale	We achieved Silver in 2021. SMSC is so important for the broader education of our young people and we feel we should achieve Gold status.		
Intended impact	All students receive effective ‘Social, Moral, Spiritual & Cultural’ experiences and education.		



What will success look like?										
Year 1				Resp	£	A	S	S	Year 2	
All staff understand what SMSC is.				RT/JW					SMSC Gold award achieved.	
MTPs clearly show how SMSC is covered across the curriculum.				RT/JW					Clear mapping of SMSC shows coverage across the complete offer.	
Long term carousel of curriculum days over a 5 year period (shared fairly for lead teachers)				RT/JW					Curriculum days are exciting and engaging!	

Personal Development Priority 3: To enhance the broader curriculum and cultural capital through highly effective cross-curriculum days and an all-inclusive clubs offer.		Lead: Simon Coopey/Liz Richardson/Sally Gough	Governor:
Rationale	The broader education of our young people is vital to their development and success in later life. They deserve a full offer of extra-curricular opportunities.		
Intended impact	Students will have a richer experience of school life.		

What will success look like?										
Year 1				Resp	£	A	S	S	Year 2	
Long term carousel of curriculum days over a 5 year period (shared fairly for lead teachers)				RT/JW					Curriculum days are exciting and engaging!	
The club offer is broad and varied across ages and pathways.				HOC					The club offer links with external activities eg Big Mouth Forum/sports competitions/Creative Arts events.	
Whole school productions are re-introduced.				HOC					Developments from Year 1 are embedded.	



Charity days are given higher status with information going to parents well in advance.	HOC							
Reintroduce City wide performances (Dance show at Curve)	HOC							
Increase community usage with links with Attenborough Arts	HOC							
Embed Sensory Atelier project within the college.	HOC							
Performing Arts will be embedded within the curriculum in KS4-5	KMK SG							

Leadership and Management Priority 1: To further embed staff workload and wellbeing strategies to ensure staff wellbeing is good across all roles and levels of responsibility.		Lead: Steph Beale	Governor:
Rationale	The staff deserve for their wellbeing and workload to be carefully considered and at the forefront of decision making.		
Intended impact	Staff will feel happy and valued.		

What will success look like?											
Year 1				Resp	£	A	S	S	Year 2		
There is a regular staff survey system in place (investigated and embedded)				JMM					Personalised CPD programme embedded and evaluated.		
The marking and feedback policy will be reviewed in light of staff workload/wellbeing.				AS					Updated marking and feedback policy is evaluated and embedded.		
There is a wellbeing portal in place (through HR/OH)				JMM	£7300				HR online system evaluated and embedded.		
There is increased staff awareness of the Smart Clinic.				JMM					Surveys show overall wellbeing and attention to workload is good.		
The Wellbeing Committee Charter is introduced.				RT					Embed development from year 1.		



There is a more personalised approach to CPD to meet individuals' needs.	AS					Introduction of the wellbeing and development structure ensures all staff feel valued.			
There is a new HR portal/online system in place so staff can have access/ownership of their information (eg absences/CPD etc)	JMM								
A wellbeing tab is introduced on the website to signpost staff and families to resources/organisations to turn to for support. (Could this be a project for the wellbeing committee?)	RT/JW								
Greater diversity of after-school clubs and activities for staff (could be in person or remote – eg family quiz night)	HOC								
Annual staff awards – kind, thoughtful funny awards voted by staff and presented with prizes/certificates.	SB	£200							

Leadership and Management Priority 2: To ensure high quality teaching and learning across the college, through a commitment to research and evidence-based practice and a robust and broad CPD programme.		Lead: Ange Smith			Governor:		
Rationale	Our students deserve the best possible teaching and our staff deserve the best possible investment in their professional development. This can be achieved through highly effective quality assurance and CPD.						
Intended impact	Quality of Teaching reports show high quality teaching and learning is taking place across all areas of the college.						

What will success look like?									
Year 1					Year 2				
	Resp	£	A	S	S				
All QA systems are reviewed and updated.	Exec Team					Investigate and build relationships with universities and research institutes who can use Ellesmere for research and trailblazing of new ideas.			



QA processes are acted upon and support is put in place for underperforming staff.	AS/SB				Development of coaching pairs/triads			
Weekly CPD programme is in place for teaching and support staff.	AS				Weekly CPD programme further developed			
Teachers and support staff conduct a piece of evidence based research to inform practice (through Oct inset) and will feedback findings in a market place event (June)	AS				Development of assessment system			
Assessment systems are reviewed and updated	AS				All QA systems updated in line with assessment changes			
Opportunities are created for staff to share good practice with other areas of the school or with other schools.	AS				Continued investment in staff development through NPQ/QTS apprenticeships and L3 apprenticeships			
Partnerships are developed with other schools locally and nationally through a commitment to the Challenge Partners 'Growing the Top' programme.	SB/AS				Continued staff access to research journals and papers to inform classroom practice			
Share and promote our good practice through a Challenge Partners, Area of Excellence. (Project Search)	SB/SG				Pilot of Bamboozle methodology at Knighton Fields			
Continued investment in staff development through NPQ/QTS apprenticeships and L3 apprenticeships.	AS							

Leadership and Management Priority 3: To increase parental engagement levels.		Lead: Steph Beale	Governor:
Rationale	To get the best possible outcomes for our students, engagement with parents is so important. We have already achieved some great outcomes including a 50% increase in parents contributing EHCP evidence and well over 90% of families attending EHCP review meetings. But we'd like to do more.		



Intended impact	Parents will feel more involved in their child’s Ellesmere journey which will also have a positive impact on progress outcomes.
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What will success look like?									
Year 1		Resp	£	A	S	S	Year 2		
The introduction of community events for parents to attend run by student council/Post 16 to help improve life skills.		SC/SG					Embed developments from Year 1.		
Introduce half termly communication from Exec Principal (videos then uploaded to website)		SB					Introduction of family friendly after school clubs – eg feed the family for a fiver or sports/fitness. (grant dependent)		
Embed the programme of parent workshops supported by parent governors.		SC							
Increased number of parents contributing evidence to EHCPs.		RT/JW					Continue to increase parental contribution of EHCP evidence		
Embed the primary sports festival as an annual event.		JF/SC							
Embed the parent/governor/student forum		KD							
Relaunch Ellesmere Supporters to develop fundraising opportunities.		KB							

Post 16 Priority 1: Improve outcomes in reading through further development and embedding the teaching of reading using a systematic synthetic phonics.		Lead: Sally Gough	Governor:
Rationale	It’s so important that our CYP leave us with a functional reading age of 10.5 years. If this has not been achieved by Post-16 we must continue to support students to reach this goal.		
Intended impact	Increased number of students leaving Post-16 with functional reading ages.		



What will success look like?											
Year 1				Resp	£	A	S	S	Year 2		
See Quality of Teaching and Learning objective 1 plus bespoke actions here:									See Quality of Teaching and Learning objective 1 plus bespoke actions here:		
All Post 16 are members of a local library and borrow books regularly.				SG					Students submit book reviews for a display at the BRITE centre public library		
Explore audiobooks for students to access more complex texts to broaden their vocabulary and access to texts.				SG					Students vote for CD audio books to be available in Post 16 library		
Reading Ambassadors are appointed to promote reading across the school.				SG					Reading Ambassadors create a diary of events for the year.		
An author visit				SG					A second author visit		

Post 16 Priority 2: Further improve our Preparation for Adulthood agenda through Embedding Project Search Programme with Leicester Universities Hospitals Trust		Lead: Sally Gough	Governor:
Rationale	Project Search is our vehicle to significantly better outcomes for our young people. Project Search has proven success rates internationally raising employment rates for adults with SEND from 6% to 70%.		
Intended impact	70% of Project Search Graduates will secure employment with NHS or another employer.		

What will success look like?											
Year 1				Resp	£	A	S	S	Year 2		
Raise the profile of Project Search through publicity – Leicester Mercury/social media.				SG					Expand the Project Search Programme to 12 students.		



Work closely with PS and colleagues at NHS to ensure Year 1 of the project is a success.	SG/SB					Embed Hotel Brooklyn as 2 nd host business.			
Support students on the PS programme to secure employment following their internship (and keep records of successful employment data)	SG					Explore the option of brokering PS places to other schools in the city.			
Work closely with parents of Project Search cohort to address issues and celebrate successes.	SG					Embed developments from Year 1			
Engage interns and parents to help promote PS to next year's cohort.	SG					Include parents in more information sharing events.			

EYFS Priority 1: Improve outcomes in reading through further development and embedding the teaching of reading using a systematic synthetic phonics (including pre-phonics/environmental sounds)		Lead: Kirsten Davies	Governor:
Rationale	The teaching of phonics and pre-phonics is so important for our youngest learners providing the foundations for successfully learning to read.		
Intended impact	EYFS children will make good progress in the pre-reading and phonics skills.		

What will success look like?									
Year 1					Year 2				
	Resp	£	A	S	S				
See Quality of Teaching and Learning objective 1 plus bespoke actions here:						See Quality of Teaching and Learning objective 1 plus bespoke actions here:			
Pre-phonics teaching is consistently effective across EYFS/KFC.	KD GJ/MT					Staff have opportunities to visit other special schools with a reading focus.			
Comfortable, inviting reading areas are in place in classrooms/hub spaces.	JMM HOC					Students create audio/visual book reviews to encourage others to read.			



Series of parent/carer workshops held to further develop involvement in their child's reading journey	HOC					Book Bus created and brought down by librarian to support book selections			
Establish book sharing mornings, including sensory approaches	HOC					All classes have a reading area which is used on a daily basis			
Set expectations for books at home and reading journals	AS					Set expectations for books at home and reading journals			

EYFS Priority 2: Embed parental engagement.		Lead: Kirsten Davies	Governor:
Rationale	If we can engage parents at the start of their child's Ellesmere journey they are more likely to stay engaged as their child moves through the school.		
Intended impact	Better relationships leading to positive outcomes.		

What will success look like?												
Year 1					Resp	£	A	S	S	Year 2		
See Quality of Teaching and Learning objective 1 plus bespoke actions here:										See Quality of Teaching and Learning objective 1 plus bespoke actions here:		
Early Bird courses offered to all parents in EYFS of ASD children					KD MT					Stay and Play Sessions half termly		
Parent coffee mornings become half termly event					SC					Parents lead own coffee mornings to support each other		
Series of parent/carer workshops held to further develop involvement in their child's learning journey					HOC					Activity sessions planned for parents at key times throughout the year		



Establish book sharing mornings, including sensory approaches	HOC					Continue with parents coffee mornings with a focus to support child's learning			
Inviting parents into events, sports day, special assemblies, prize giving etc	HOC					PD sessions with parents continue			
Increased contributions to Evidence Me and EHCP targets	KD GJ/MT					Introduction to new evidence for learning package and supporting parents to upload evidence			

EYFS Priority 3: Further improve the Total Communication environment and support parents in this area.		Lead: Kirsten Davies	Governor:
Rationale	Providing a Total Communication environment is most important at EYFS as these students are at the beginning of their communication journey.		
Intended impact	We will create an inclusive environment where all students can thrive.		

What will success look like?												
Year 1					Resp	£	A	S	S	Year 2		
See Quality of Teaching and Learning objective 1 plus bespoke actions here:										See Quality of Teaching and Learning objective 1 plus bespoke actions here:		
Year 1										Year 2		
Makaton is used consistently in EYFS					KD GJ/MT					Makaton is embedded across EYFS classes		
Our 50 core signs are practised and understood by all (including the majority of parents)					KD					To ensure students have opportunities for expressive language		



						Makaton Trainer action plan for inhouse training Inc. admin/ICT/Premises, induction, parental workshops, transport			
50 core signs put on website	KD					PODD visit to Challenge Partner school with specialist SALT KD LR Oct 23 Create action plan Autumn 2 Trial from Jan 24			
Ellesmere Qualities practiced and put on website	KD					To ensure students have opportunities for expressive language Talking Mats Training 8 AM 8 KFC 8 Jan Feb 24 8 June July 24 £730			
Whole school song videoed with staff and students	SC					PECS trainer trained			
PECS is used consistently across appropriate EYFS classes.	KD GJ/MT					PECS is embedded across EYFS Classes			
Areas of school are signposted, supported by symbols.	JMM								
All classes use visual timetables and individual where appropriate	KD GJ/MT								
The signing choir is embedded and have lots of opportunities to perform.	SC/KD					The choir has opportunities outside of school to perform.			
Signs are incorporated into all performances, Christmas, Diwali etc	KD HOC								