



Applefields School
School Development plan
2022-2025

Applefields School Vision statement

Our vision has always been to **prepare** our students for adult life by providing them with a **personalised** education that promotes their **communication** and **independence**.

As we move into a new academic year and educational partnership, this vision remains as current as ever.

Our school development plan outlines the very many ways we will move towards providing all of the things outlined above in our work in the coming year.

We want pupils to achieve more, we want to engage with employers, work experience and volunteering. We want to begin to embrace new ways of working through collaboration and partnership – changing the way we work whilst positively influencing those who work in SEND across the city as well as being involved in developing high quality learning to those entering the teaching profession. We will develop our sites, making them match the needs and abilities of staff and pupils. We will invest in our staff giving them opportunity to progress whilst also ensuring that they and our pupils have the best of wellbeing support.

We will work with parents, carers and wider organisations to ensure that our practice and plans are informed by our community; but most importantly we will listen to our students for it is their future we are aiming high for.

2022-2025

We will	To achieve
Explore academisation in response to the Education White and Green Papers of 2022 by October 2022	Refined focus on teaching and learning and preparation for adult life by being part of a community of educators supported by wider systems and structures that allow all staff to have enhanced concentration on pupil development in the modern world
Engage stakeholders in order to shape a vision that reflects the aspirations and practicalities reflected by the White and Green papers of 2022 by February 2023	A community wide agreement about the role of the school that does not compromise on ensuring that the school continuously develops as a highly effective institution with excellent outcomes for all who attend, commensurate with their needs and aspirations
Support the development of an outreach 'offer' in the City to support mainstream colleagues support SEND pupils in the City by July 2025	Better outcomes for young people with SEND in York mainstream schools, including the dissemination of the 'satellite' model of provision in secondary school.
Continue to challenge pupil pathways so that they are able to transition to different organisations / provisions at a time commensurate with their need / aspirations by July 2025	Pupils placed in appropriate provisions to assist them in preparing for adulthood / world of work / volunteering earlier if appropriate. Pupil curriculum from 14-19 to have increased focus on independence / preparation for adult life.
Ensure all new developed curricula commence in September 2022	Increased pupil attainment in relation to individual need and aspiration as aligned with their EHCP outcomes
Collaborate with Hob Moor Oaks and the Danesgate community to ensure that the SEND offer in York Special Schools is rated GOOD or better by the Local Authority and OFSTED by July 2025	A recognised and equitable standard of education, health and social care for pupils aged 0-25 in the 3 Special Provisions
Align financial planning for the school with the school development plan so that clear links are made between income and pupil outcomes by April 2023	Clearly demonstrable link between how budget is used and how pupil outcomes are related
Create appropriate physical spaces and classrooms so that child need can be more effectively met and managed and includes provision for wellbeing and preparation for adult life by July 2023	Classrooms and all environments appropriate to the needs of the young people at each stage of their development.
To prepare and manage the transitions in personnel, practices and procedure as a result of White and Green papers, and York's 'safety valve' agreements with the DFE	School and personnel in all provisions aligned to deliver what is being directed by National and Local policy for SEND
Refine EHCP target setting	Individual/ 'Area of Need' and 'Area of provision % increases in achievement.

Academic Year 2022/23 and review September 2023

1. Explore academisation in response to the Education White and Green Papers of 2022 by October 2022

Measures	Timescale / Deadline	Responsibility	Resources	Evaluated by / when
Assess current local and potentially regional MATS Meet with 2 leading contenders autumn 2022	Begin paper exploration summer 2022 Interview potential collaborators in Autumn 2022 Decide December 2022	AB / Governor panel	Governor time	December 2022 for presentation at FGB for final decision. REVIEW/ Academisation agreed to pursue with Pathfinder MAT York – co working has begun September 2023

Additional considerations:

- Explore what 'enhanced collaboration' could mean with Danesgate provision which could be a position 'falling short' of joining an Academy Trust.

2. Support the development of an outreach ‘offer’ in the City to support mainstream colleagues support SEND pupils in the City by July 2025.

Measures	Timescale / Deadline	Responsibility	Resources	Evaluated by / when
<p>Establish what areas of strength we have as a staff group and create a ‘menu’ of individuals with skills that can then be circulated to our LA and educational partners.</p> <p>Identify ‘in house’ opportunities that could be offered as ‘in reach’ to young people across the City</p>	<p>Commence in September 2022 with as new staff assimilate</p> <p>Build the skill menu by January 2023 and consistently update as staff develop between then and 2025</p>	<p>ELT</p>	<p>CPD budgets over 3 year period</p> <p>Requirement to create Service Level Agreement with LA in order to fund staff being off site</p>	<p>FGB / LA / Partner schools annually</p> <p>REVIEW/</p> <p>Not completed. To be redefined 23/24. One area of development is in our work with ITT providers as part of academisation/ our bespoke outreach offer begun in June 23 and work with DFE and York University 2023/4</p>

3. Continue to challenge pupil pathways so that they are able to transition to different organisations / provisions at a time commensurate with their need / aspirations by July 2025

Measures	Timescale / Deadline	Responsibility	Resources	Evaluated by / when
<p>Identify students who are able to transition to other provisions prior to a 'usual' end of 6th form provision if appropriate to need and aspiration.</p> <p>Work with LA / alternative providers to ensure any cessation of EHCP is handled appropriately.</p>	Commence October 2022 with some students identified by January 2023	ELT		<p>Applefields begins to see students transitioning out of school between 16 and 19 years old in the summer 2023.</p> <p>REVIEW/ Increased number of pupils left school prior to 19 in 2023 (July) to begin transition to adult life / college or AP. No students from Satellites came to sixth form at Applefields.</p>

Additional considerations:

- Review what 'new / amended' 'offers' are from local Alternative Provision groups are and how that may impact our destination planning.
- Further consideration and exploration of work experience, volunteering, apprenticeships and paid work for our young people locally to them.

4. Ensure all new developed curricula commence in September 2022. (See target 10 for 'area of need', 'area of provision and whole school targets')

Measures	Timescale / Deadline	Responsibility	Resources	Evaluated by / when
Formal / semi – formal and informal curricula published and ready for use by teachers by September 2022 Published and available on website by September 2022	September 2022 all teachers have curriculum available to use.	LW	Curriculum budget increased for potential new resources being required, however staff encouraged to create resource audit alongside the commencement of the curriculum delivery.	Governor link to monitor each curriculum twice a year alongside LW and the use of Evidence for Learning REVIEW/ In place across school and planning can be accessed to see it in operation

Additional considerations:

- Continue to build links with HMO re curriculum.
- Begin to explore curriculum links / mutual 'provision sharing' with Danesgate.

5. Align financial planning for the school with the school development plan so that clear links are made between income and pupil outcomes by April 2023

Measures	Timescale / Deadline	Responsibility	Resources	Evaluated by / when
<p>When new finance team is appointed and bedded in, begin the process of creating a review tool that shows how pupil outcomes are affected by the finances going into a school development plan.</p>	<p>By April 2023 for new financial year.</p>	<p>AB / AF / Finance team.</p>		<p>Document that :</p> <p>1: is able to measure financial input into SDP against outcomes for pupils – April 2023 FGB</p> <p>2: Application of tool for SDP for 2023/4</p> <p>REVIEW/</p> <p>Inability to recruit (3 rounds) has meant that SBM and role has been absorbed by HT and office HR assistant. Finance support from CYC has been part time. Review underway for how MAT support can improve the picture. School finances perilous as unplanned for pay increases, supply and energy costs have wiped reserves away. CYC want improvement plan in place by December 2023</p>

Additional considerations:

- 3 new members of staff will be in place by the end of the first half of the autumn term in this department. **Review** – did not happen

6. Collaborate with Hob Moor Oaks and the Danesgate community to ensure that the SEND offer in York Special Schools is rated GOOD or better by the Local Authority and OFSTED by July 2025

Measures	Timescale / Deadline	Responsibility	Resources	Evaluated by / when
<p>Transition: Embedded staff from Y5-Y8 on both sites to support transition in and out</p> <p>Wider Common CPD development plan / shared / remote learning Staff 'swaps' for timed sessions in each other's schools Joint work streams: CPD Curriculum Explore assessment – once EFL is in place</p> <p>Leadership support for new head of school to end at May half term 2020 and become more consultancy on a wider scale</p>	<p>Monthly meetings between heads</p> <p>Establish action plan by September 2022</p>	<p>AB</p>	<p>CPD budget Shared pooling for specific areas of the action plan</p>	<p>Joint panel of governors to meet regularly from June 2020 once current arrangement ends and new one commences. Governors to feedback to FGB as appropriate following periodic HMO – Applefields mtgs</p> <p>REVIEW/ Changes to HT at Danesgate and impending maternity at HMO mean this has stalled. Collaboration currently coordinated between school and LA at termly meetings looking at capacity / needs in schools and developing areas of concern</p>

7. Create appropriate physical spaces and classrooms so that child need can be more effectively met and managed and includes provision for wellbeing and preparation for adult life by July 2023

Measures	Timescale / Deadline	Responsibility	Resources	Evaluated by / when
<p>Work with LA in review of school needs in the light of future cohorts</p> <p>Create specific provisions for unique needs children moving from HMO in 2022 (by August 2023)</p>	<p>HMO children’s space in place for September 2022</p> <p>Deadline for whole school review Autumn 2022</p> <p>If school roll tops at 200+ the works will need to start in early 2023</p>	<p>AB/TC/AK / SH Alison Kelly – LA</p>	<p>Capital funding exploration for internal re-works / whole school needs</p> <p>Capital agreed for HMO children amendments already in place (March 2022)</p>	<p>Internal ‘re works’ scoping work completed by December 2022</p> <p>Plan from LA by October 2022 re review of site needs</p> <p>REVIEW/ New school spaces opened in September 2023 with further work to take place over the next 2 years. Kitchen re-furb under way and to be completed by January 2024</p>

Additional considerations:

- How can we use green technologies to improve ‘footprint’ of the school – solar etc.?

8. To prepare and manage the transitions in personnel, practices and procedure as a result of White and Green papers, and York’s ‘safety valve’ agreements with the DFE

Measures	Timescale / Deadline	Responsibility	Resources	Evaluated by / when
<p>Manage any plan for change in provisions (s) through reorganisation / re deployment following admissions plan meeting in November 2022.</p> <p>Work with the LA on redefining our admissions criteria in order that students are maintained in mainstream rather than seeking SEND specialist at secondary transfer</p>	From June 2022	AB/ FGB / ELT/ LA	N/A	<p>Ongoing during period of ‘safety valve’ agreement between the DFE and LA.</p> <p>REVIEW/ Ongoing discussions with LA of numbers and cohorts continue. Financial discussions and planning also ongoing. School participation in various LA forums looking at impacts of papers and ‘safety valve’ continues. Difficulty with people moving into York and school being directed to take new students does skew planned class groups at times.</p>

Additional considerations:

- With a potential new ‘PAN’ being established (the definitive number of pupils at the school) this would also better plan for the future

9. Refine EHCP target setting

Measures	Timescale / Deadline	Responsibility	Resources	Evaluated by / when
<p>WHOLE SCHOOL: Increase the number of pupils who achieve 16+ steps of progress in EHCP outcomes from 62.45% to 65%</p> <p>EHCP TARGETS BY AREA OF NEED: (16+ STEPS) Communication and Interaction: from 63.1% to 65%</p> <p>Cognition and Learning: from 75.5% to 77%</p>	<p>By July 2023</p>	<p>All leadership teams All school staff</p>	<p>All required resources in order to deliver activities and tasks whether in or out of school and supported by 'curriculum' budget head.</p>	<p>May 2023 all data / outcomes reached Interim reviews are in October and February which indicate interim measurement towards target figures</p> <p>REVIEW/ Separate review document available that analyses data scores for the last year. Results of exams entered also available separately. Progress generally good but in classes where teachers have had long term absences those young people in those classes have not made as much progress as other.</p> <p>EHCP MAPP data2023</p>

<p>Physical and Medical: from 51.4% to 53%</p> <p>Preparation for Adult Life from : 66.5% to 69%</p> <p>Sensory: from 51.9% to 54%</p> <p>Social, Emotional and Mental Health: from 56% to 59%</p> <p>EHCP TARGETS BY AREA OF PROVISION: (16+ STEPS)</p> <p>ASC: from 55.6% to 59%</p> <p>PMLD / Complex: from 65.6% to 69%</p> <p>Enhanced: from 71.7% to 74%</p> <p>MLD / SLD: from 57.8% to 60%</p>				
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'Moving On': from 66.8% to 70%				
Satellites: from 57.3% to 60%				

[1] -

https://docs.google.com/document/d/1W8PZu1ov9T7_mpTKK01zVz1yKTqLb2ei/edit?usp=sharing&oid=115277016284389620638&rtpof=true&sd=true

School development plan academic year 2022-2025
Academic Year Plan 2023/24 with revisions

We will:	To achieve:
Work with Pathfinder MAT in order to prepare for joining in 2024 as an academy	Refined focus on teaching and learning and preparation for adult life by being part of a community of educators supported by wider systems and structures that allow all staff to have enhanced concentration on pupil development in the modern world. Increased back office support in order to achieve improved and effective systems to support the work of the school.
Engage stakeholders in order to shape a vision that reflects the aspirations and practicalities reflected by the White and Green papers of 2022 by Easter 2024	A community wide agreement about the role of the school that does not compromise on ensuring that the school continuously develops as a highly effective institution with excellent outcomes for all who attend, commensurate with their needs and aspirations
Support the development of an outreach 'offer' in the City to support mainstream colleagues support SEND pupils in the City by July 2025	Better outcomes for young people with SEND in York mainstream schools, including the dissemination of the 'satellite' model of provision in secondary school.
Continue to challenge pupil pathways so that they are able to transition to different organisations / provisions at a time commensurate with their need / aspirations by July 2025	Pupils placed in appropriate provisions to assist them in preparing for adulthood / world of work / volunteering earlier if appropriate. Pupil curriculum from 14-19 to have increased focus on independence / preparation for adult life.
Begin to explore ways in which curricula can be enhanced by working in collaboration with the MAT	Enhanced teaching and learning opportunities for pupils from subject specialists working in collaboration with Applefields school staff.
Collaborate with Hob Moor Oaks, the Danesgate community and Local authority to ensure that that pupils in our schools are correctly placed and that timely interventions for those that most need it are available	Schools and the LA are able to plan for long term needs in our schools and be able to plan for challenging situations well in advance.
Continue to work with the LA to ensure that finances are managed and that school budget is stable, balanced and fair	Stable funding patterns in order to be able to better plan with confidence on numbers and income.
Create appropriate physical spaces, classrooms and outside environments	Learners and workers can inhabit and thrive in a fit for purpose and need environment
To prepare and manage the transitions in personnel, practices and procedure as a result of White and Green papers, and York's 'safety valve' agreements with the DFE	School and personnel in all provisions aligned to deliver what is being directed by National and Local policy for SEND
Continue to refine EHCP and overall target setting	Individual/ 'Area of Need' and 'Area of provision % increases in achievement.

1. Work with Pathfinder MAT to prepare for joining by Easter 2024

Measures	Timescale / Deadline	Responsibility	Resources	Evaluated by / when
Complete due diligence and legal statutes	By Easter 2024	AB/AD	Funding for conversion to be used to support increased workload in due diligence / legal costs	Evaluate and report to FGB by December 2023.

Additional areas of development in this academic year:

- Involvement in the work of the Pathfinder Teaching School to commence in January 2024 with Applefields hosting ITT students for ‘experience’ before developing input into ITT course itlef ready for September 2025. Responsibility – AB / AD curriculum and training input from SH/LW
- Identify Applefields students who could benefit from personalised inclusion opportunities at Archbishop Holgate’s School. Responsibility ELT
- Identify students at Applefields who could benefit from KS3 level subject specialists delivering age and ability appropriate sessions either in person or virtually. Responsibility AK
- Define how any back office changes can be accommodated in order to move towards a reconfigured School Business Manager type role. Responsibility – AB/ SC/GD
- Applefields staff to deliver training opportunity to MAT staff on training day. Responsibility – LW

2. Engage stakeholders in order to shape a vision that reflects the aspirations and practicalities reflected by the White and Green papers of 2022 by Easter 2024

Measures	Timescale / Deadline	Responsibility	Resources	Evaluated by / when
Survey members of school community regarding a review of our vision and coalesce the results in our emerging ongoing vision as we join the Pathfinder MAT	By Easter 2024	ELT	Surveys Face to face meetings at EHCPs	Documentary evidence evaluated February 2024.

Additional areas of development in this academic year:

- Refreshed school council to begin meeting by October 2023. Responsibility - JA

3/ Support the development of an outreach 'offer' in the City to support mainstream colleagues support SEND pupils in the City by July 2025

Measures	Timescale / Deadline	Responsibility	Resources	Evaluated by / when
Work with LA to identify common areas / themes across the City that match with the skill sets offered by Applefields School	From October 2023	ELT	Supply for identified staff being out, however discussion of a pricing structure may be required	LA / Applefields to evaluate at termly intervals once commenced.

Additional areas of development this academic year:

- Join termly focus group – HMO Danesgate / LA / CAMHS to explore 'real time' aspects of school challenge / pupils / cohorts etc. in order to share information, practice and highlight issues to group so that specific issues can be dealt with quickly and effectively without spiralling out of control. Responsibility – AK
- Identify areas of support that Applefields staff can provide to MAT – primary and secondary - Responsibility – MAT / LW
- LW offering outreach in the form of an advisory talk at Southbank Trust
- AB to do above with University of York PGCE students
- Continue with outreach support team the has been developed by AK that is supporting two students unable to be accommodated anywhere in the country
- SF and 2 Educational Psychologist delivering 'complex needs' courses to mainstream schools across the city of York.

4/ Continue to challenge pupil pathways so that they are able to transition to different organisations / provisions at a time commensurate with their need / aspirations by July 2025

Measures	Timescale / Deadline	Responsibility	Resources	Evaluated by / when
Identify pupils from y9 to explore potential alternative pathways from Y11 Work with wider providers in KS5 sector and Social Care colleagues	Ongoing from Y9 EHCP meetings. Y10 EHCP meetings to have a clear decision point about post 16 and beyond	SH/ AK Additional P16 providers H and SC colleagues		July 2024 when student s leave.

Additional areas of development this academic year:

- Exploration of how Minster provision can evolve by September 2024
- Review of 6th form offer at Applefields – curriculum/ preparation for adult life / enterprise – responsibility ELT
- Re develop the existing TLR position as a 'Preparation For Adult Life' post that looks at all aspects of work/ volunteering/ careers advice / employers (from Y7 and across all sites) from January 2024. Responsibility – ELT

5/ Begin to explore ways in which curricula can be enhanced by working in collaboration with the MAT

Measures	Timescale / Deadline	Responsibility	Resources	Evaluated by / when
Identify which students require bespoke age appropriate teaching input at KS 3 Identify wider secondary colleagues in specific subject areas who wish to collaborate and then link up people on both sites Identify which students would benefit from social or leisure type inclusion in a secondary setting	From January 2024 to July 2024 – full menu of interaction to be ready for September 2025 and wider collaboration	ELT		Evaluate Easter 2024 and plan for wider roll out in September 2025

Additional areas of development this academic year:

- Staff being developed to use common shared practices – e.g Zones of regulation, outcomes and timetables.
- Raise profile of music throughout the school, making links with local Secondary School music dept. York music hub and the Open Orchestras Project.

6/ Collaborate with Hob Moor Oaks, the Danesgate community and Local authority to ensure that that pupils in our schools are correctly placed and that timely interventions for those that most need it are available

Measures	Timescale / Deadline	Responsibility	Resources	Evaluated by / when
Join multi-disciplinary group meeting termly and to include wider medical / social care professionals Identify current school based issues and ones that need highlighting for the future Share info with LA and wider groups in order to begin to solve or plan to solve issues before they become critical incidents for young people, families and the City	Termly	AK	Visit time	Minutes of meetings and reaction times / plans for those students in our school identified as requiring either imminent or future interventions. Long term plans developed for identifiable individuals well in advance of their eventual transition times.

Additional areas of development this academic year:

- Specialist outreach supporting two young people in alternative provision and home to be evaluated for success. Plan for increase in role and scope of team as other young people are identified – broker with LA about wider input. – responsibility AK

7 / Continue to work with the LA to ensure that finances are managed and that school budget is stable, balanced and fair

Measures	Timescale / Deadline	Responsibility	Resources	Evaluated by / when
<p>Attend budget deficit meeting September 2024 to talk with City officials about funding, current and future budgets. Begin to look at high cost centres in the budget and review efficacy and pose tests to see budgetary affects if reduced.</p> <p>Work with appropriate parties to plan for any changes / reductions the school needs to make – but set against a set of risk factors that include – personal and pupil safety and risk to reputation.</p>	<p>September – December 2024</p>	<p>AB / FGB – Finance committee</p>		<p>Budget restructure plan is due to to LA by December 2024</p>

Additional areas of development this academic year:

- Creation of an in house supply staff service
- Reduction in the number of supply colleagues required
- Kitchen refurbishment will improve efficiency of kitchen – explore how increased capacity could be used to generate income

8/ Create appropriate physical spaces, classrooms and outside environments

Measures	Timescale / Deadline	Responsibility	Resources	Evaluated by / when
Continue to work with LA and contractors on classroom, kitchen office plans Meet with GLL to meet legal representative, CYC representative to explore a 7 year lease on a patch of land behind the school that we would like to turn into a Forest School - D	- July 2025 December 2024	AB	Budget to be developed for ongoing maintenance of the land Explore bids to various nature charities	Overall completion of all tasks to be July 2025 Evaluation in this document after each project is completed.

Additional areas of development this academic year:

- Garden area where polytunnel is to be changed into a sensory garden by the charities group – responsibility – Charity Group
- Reach agreement for 'forest' type provision to be created in land outside of school footprint at the rear of the school

9/ To prepare and manage the transitions in personnel, practices and procedure as a result of White and Green papers, and York's 'safety valve' agreements with the DFE

This target links with previous target 7

Additional Areas for development this academic year:

- Await government announcements regarding funding levels in special education.
- Use our developing links with the MAT to look at how their knowledge and skills, blended with ours can offer improved teaching and learning
- Continue to work on the LA groups in areas such as 14-25, alternative provision etc. to affect new approaches to SEND in the City
- Through other previous targets identify staff with specific skills that can assist mainstream colleagues to develop alternative responses to SEND
- Through the beginning of an ITT partnership give trainees experience of SEND and practices

10/ Continue to refine EHCP and overall target setting

Measures	Timescale / Deadline	Responsibility	Resources	Evaluated by / when
<p>1/ Whole school target; increase the number of pupils who achieve 16+ steps of progression EHCP outcomes from 56 to 60% (all numbers below are from and to)</p> <p>2/ EHCP targets by area of need (by 16+steps)</p> <p>Communication and Interaction – 55 – 60%</p> <p>Cognition and learning 82-84%</p> <p>Physical and Medical – 28 – 30%</p> <p>Preparation for adult life 61-65%</p> <p>SEMH – 50 – 55%</p> <p>EHCP targets by area of provision (16+steps)</p> <p>ASC – 53- 55%</p> <p>Enhanced 63-65%</p> <p>MLD/ SLD – 54-60%</p> <p>Moving on Dept. – 77-80%</p> <p>Satellites 63-65%</p>	<p>Monitored 3 times over academic year with interim reports</p> <p>Review July 2024</p>	<p>LW</p>	<p>Time required for data collection and input – may require office back up</p>	<p>July 2024</p>

Additional areas of development this year:

- Better teacher consistency in place across all sites

11/ TEACHING AND LEARNING

Measures	Timescale / Deadline	Responsibility	Resources	Evaluated by / when
Ensure teaching in classes is at least GOOD in all areas: High quality targeted CPD Support for Early Career Teachers Implement appropriate performance management support and targets Regular training opportunities 3 formal observations per annum	Between September and July of present academic year	ELT		Evaluated 3 times formally# Match lesson observations to EFL outcomes after 1 st observation Follow formal routes in order to provide challenge should teaching be judged less than GOOD

Other areas for development over the academic year –

- Input from MAT in looking at teaching and learning with senior leaders in the school to provide 'challenge ' to ELT