Downs View Life Skills College Improvement Plan

2023 – 2024



Respect Aspiration Resilience

An **aspirational** learning environment with dignity and **respect** at its core, where everyone reaches their potential through effective communication, building **resilience** and having fun.

**The 2023-2024 plan**

Key themes and focus areas

The themes below are drawn from the following main sources;

1. The analysis of the progress of our learners over the last year.
2. The views of parents through the survey and informal & formal contacts & meetings
3. The views of staff through the appraisal cycle, meetings and informal conversations.
4. The views of the SLT.
5. The views of the Trustees sought at the Board meetings.
6. Central and local government initiatives and targets
7. The Ofsted inspection (May 2023)
8. The implementation of the SEND strategy proposals
9. Issues arising from partnership working in the city

Themes:

1. Ensure all learners are supported to reach full potential with continual curriculum review and development with a particular focus on ensuring that all learners are working towards understanding healthy relationships and professional boundaries.
2. Work force development to ensure all staff have the skills to support learners with severe learning difficulties and complex behavioural needs.
3. Sustainability – systematic review of all curriculum areas, processes and procedures to enhance sustainability.
4. Ensure the wellbeing of staff in a challenging climate.
5. Further develop partnership working with health and social care.
6. Develop the premises to ensure that it safely meets the needs of learners to include a life skills centre and ground development.
7. Increase staff and students' awareness of equalities with a particular focus on racism and gender.

**Targets for 2023 – 2024**

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|  | **Improvement Area: 1 – Leadership & Management** | | | | | | | |
|  | **Target outcome** | **Tasks to achieve outcome** | **Lead, who involved, timescale** | **Resources, finance, development implications** | **Monitoring & support process** | **Success criteria** | **Outcome for learners - improvement** | **Evaluation**  **(July 2024)** |
| 1.1 | New placement cost agreed with LA. | * 3 year budget plan in place to inform placement costs. * Placement costs agreed with board. * Costings agreed with LA. * Increased placement cost for ES/WS agreed. | SW/VH  Autumn term | Time/Information | Finance Trustee – review of figures. | Placement cost agreed. | Funded learning programs in place. | *Placement costs are agreed.* |
| 1.2 | Development of Life Skills/employability provision on site. | * Lease agreed with LA. * Agreement needed from LA for changes to the building. * Review of use of building and spaces. * Curriculum plan for Life Skills program. * Plan for work and quotes in place. | VH/SW/LK/  RO | DFC funding.  College development funding. | Trustees | Improved life skills/employability provision on site. | Enhanced life skills/employability curriculum. | *Lease is agreed and completed. Buidling spaces have been reviewed and quotes/plan ongoing.* |
| 1.3 | Development of work force to meet complex needs of learners. | * Review training needs of staff. * Implement training program based on need and linked to appraisal targets. * Medical training program in place. * New role in place around behaviour and pastoral support. | VH/RO | Training costs | Appraisal review  Learning Walks  External review | All staff have increased confidence and skills to support complex needs of learners. | Staff have increased confidence to meet learner need. | *Training for staff is enhanced and meets specific need.*  *Behaviour support role in place and fully trained.*  *Medical training in place.* |
| 1.4 | Development of premises to better meet learner  need. | * Review of conditions survey and make 3-year plan for development based on priorities. * Obtain quotes and review in terms of H&S. * Monitor plan for removal of caretaker house and subsequent grounds development. | SW/LK | DFC.  College development funding. | Trustees  LA for any changes that need to be reviewed. | Premises better able to support learning. | Enhanced wellbeing for learners and staff due to improved working environment. | *Conditions survey has been reviewed and development plan in place based on priorities.*  *Removal of caretaker house agreed but no time scale.* |
|  | **Improvement Area: 2 – Quality of Education** | | | | | | | |
|  | **Target outcome** | **Tasks to achieve outcome** | **Lead, who involved, timescale** | **Resources, finance, development implications** | **Monitoring & support process** | **Success criteria** | **Outcome for learners - improvement** | **Evaluation** |
| 2.1 | Review presentation of curriculum to ensure clear to all stakeholders. | * Review of Ofsted feedback and external monitoring visit. * Develop curriculum overview page to ensure accessible to all stakeholders. * Develop student overview so that curriculum can be seen from their perspective. | RO |  | VH/Trustees | Curriculum overview in place for all stakeholders. | All learners have clear overview of the curriculum. | *Ofsted action plan is complete and actions from external monitoring visit. Curriculum one page is developing.* |
| 2.2 | Sustainability target | * Further develop recycling opportunities, develop sustainability corner. * Explore the development of a community garden. * Further develop gardening opportunities on site. | All staff | Costs as needed | VH | .Greater awareness of sustainability embedded. | All learners increase their understanding of how they can be more sustainable. | *Ongoing work on sustainability.*  *Community garden project has started with the planting of the orchard.*  *Renovation planned to the gardening area.* |
| 2.3 | Further development of Life skills/employability based on building development. | * Staff to review further developments to curriculum based on learner interest and employability pathways. * Define key skills for learners. * Review options in line with accreditation. * Updated curriculum in place. | VH/RO | Time | VH/Curriculum trustee | Updated curriculum in place. | Learners have greater access to life skills and employability options. | *Ongoing.*  *Job coach is leaving so gives the opportunity to do a fuller review of support for students.* |
|  | **Improvement Area: 3 – Behaviour & Attitudes** | | | | | | | |
|  | **Target outcome** | **Tasks to achieve outcome** | **Lead, who involved, timescale** | **Resources, finance, development implications** | **Monitoring & support process** | **Success criteria** | **Outcome for learners - improvement** | **Evaluation** |
| 3.1 | Ensure sensory needs are fully met within the college day. | * Review behaviour plans to reference use of newly developed sensory room. * Training for all staff on using ‘Just Right’. To be provided externally(TBC) * Regular review sessions with teams around case studies. * Review of resources. | VH | Training costs  Resources | Trustees | All staff have good understanding of how to support sensory needs. | Learners sensory needs are more fully met. | *Behaviour lead has supported on this and has updated use of sensory room and resources.*  *Need to add in training on Just right.* |
| 3.2 | For all staff to be confident in the use of positive touch. | * Review touch policy and profile across Downs View. * Training and discussion with staff on writing touch profiles and positive use of touch. * Opportunities to discuss and review individual learners and their needs. | VH | Training time | Learning Walks – formal and informal | All staff to be confident in using touch positively, | Learners benefit from appropriate positive touch. | *Increased confidence in staff around use of touch and its importance.* |
| 3.3 | Develop staff confidence around managing behaviours that challenge. | * Recruit and embed behaviour lead role. * All staff to access PRO-ACTSCIP training and take part in case study review sessions. * Just right training. | Behaviour lead. | Training costs - £3000 | VH | All staff have increased confidence to support with challenging behaviour. | Learners behavioural needs are full met. | *Staff confidence is increasing but ongoing support needed.* |
|  | **Improvement Area: 4 – Personal Development** | | | | | | | |
|  | **Target outcome** | **Tasks to achieve outcome** | **Lead, who involved, timescale** | **Resources, finance, development implications** | **Monitoring & support process** | **Success criteria** | **Outcome for learners - improvement** | **Evaluation** |
| 4.1 | Further develop partnerships with health and social care. | * Develop relationships with new teams. * Recruit pastoral/behaviour support lead. * Develop greater understanding of benefits and access to health that can be shared with learners and parent/carers. * Work with Amaze to develop links. | Behaviour/pastoral lead | Access to training sessions | VH | Staff are better able to signpost learners to services. | Learners have a improved access to services. | *Work started and is ongoing.* |
| 4.2 | Further development of curriculum and understanding on forming healthy relationships. | * Review PSHCE curriculum planning to ensure strong focus on developing healthy relationships. * Process v Product training. * Review touch policy and ensure all learners have a touch profile if needed that supports them in forming relationships. * Opportunities to review individual learners. | JH/RO/VH |  | Learning walk  Observations | Staff have greater understanding of how to support learners in developing healthy relationships. | Learners have increased understanding of how to develop healthy relationships. | *Ongoing.* |
| 4.3 | Increased diversity seen in curriculum and environment | * Dignity and respect training for all staff. * Learning walk actions to be acted on. * Review of resources to support curriculum and diversity in college environment. | JH/RO/VH | Budget for curriculum resources  INSET day - curriculum focus | Observations  Learning Walk | Diversity seen in curriculum and college environment. | Learners have a diverse curriculum and environment. | *Ongoing* |

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**Review of Targets for 2022 – 2023**

Targets on the SIP have been RAG rated (Red=not being completed, Amber=partially completed, Green = complete

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|  | **Improvement Area: 1 – Leadership & Management** | | | | | | | |
| Target | **Target outcome** | **Tasks to achieve outcome** | **Lead, who involved, timescale** | **Resources, finance, development implications** | **Monitoring & support process** | **Success criteria** | **Outcome for learners - improvement** | **Evaluation**  **(July 2023)**  **Update (5/5/23)** |
| 1.1 | Placement cost agreed with LA. | * Updated budget to reflect increased costs. * Placement costs agreed with board. * Costings agreed with LA. * Increased placement cost for ES/WS. | Accountant  VH  By Nov.22 | Time with accountant | Finance Trustee – review of figures. | Placement cost agreed. | Funded learning programs in place. | *Sarah has completed budget work and has had initial discussions with LA re placement cost.* |
| 1.2 | Development of Life Skills ‘flat’ provision on site. | * Lease agreed with LA. * Agreement needed from LA for changes to the building. * Curriculum review with staff to feed into plan. * Plan/quotes in place. * Life skills curriculum updated. | VH/RO/LK  All staff | DFC funding.  College development funding. | Trustees | Life skills ‘flat’ provision on site. | Enhanced life skills curriculum. | *Sarah now in role, this will be reviewed waiting on building conditions update on Annex. This will be actioned next year.* |
| 1.3 | Further develop staffing structure & responsibilities which support ongoing improvement of the college. | Review role/responsibilities for the DHT/admin/premise/finance at LSC.  New structure in place, job descriptions created and appointments made. | VH/Board | Possible cost increase for roles. | Trustees | New structure in place. | Effective support for learners. | *CDM in place.*  *Admin appointed.*  *Additional premises support in place.* |
| 1.4 | To ensure that DVLSC is a sustainable organisation. | Review areas of spending and procurement for a cost effective sustainable option.  Work with staff and learners to enhance outdoor areas and increase curriculum opportunities. | VH/RO  LK  All staff | Outdoor area plans will need to be budgeted. | Trustees | Sustainability is a factor in all decisions. | Increased opportunities for outdoor learning. | *On track - progress made around engagement with nature and staff engagement.* |
|  | **Improvement Area: 2 – Quality of Education** | | | | | | | |
| Target | **Target outcome** | **Tasks to achieve outcome** | **Lead, who involved, timescale** | **Resources, finance, development implications** | **Monitoring & support process** | **Success criteria** | **Outcome for learners - improvement** | **Evaluation** |
| 2.1 | Review curriculum to ensure all areas are adult focused. | * INSET training for staff on meeting needs of SEND adult learners. * Learning walk to audit displays in classrooms and corridors. * Curriculum review with external advisor. * Implement actions. | RO  All staff | Cost for consultant | VH | Curriculum is appropriate for 19+ learners and meets FE requirements. | Curriculum prepares learners for adulthood. | *Curriculum review on4/5th May.*  *INSET training 9/22 and 1/23.*  *Displays audited and updated by staff.*  *Learning walk July 22.* |
| 2.2 | Sustainability incorporated into curriculum. | * Sustainability training for all staff as part of INSET. * All teachers to review curriculum offer to ensure sustainability focus. * Sustainability target for all teachers at appraisal. | TB/RO  All staff |  | VH | Sustainability is incorporated into curriculum.  Increased understanding.  . | Increased understanding for learners about sustainability and part they can play. | *INSET training on sustainability in June and then subsequent INSET days.*  *Appraisal targets for teachers have been reviewed.* |
| 2.3 | Further develop employability pathways. | * Continued use of established pathways e.g. shredding, junk food project * Job coach to work with individual learners to look for new opportunities. |  |  |  |  |  | *Ongoing – on track.* |
|  | **Improvement Area: 3 – Behaviour & Attitudes** | | | | | | | |
| Target | **Target outcome** | **Tasks to achieve outcome** | **Lead, who involved, timescale** | **Resources, finance, development implications** | **Monitoring & support process** | **Success criteria** | **Outcome for learners - improvement** | **Evaluation** |
| 3.1 | Improve preparation for learner adulthood beyond college. | * Further develop life skills curriculum. * Work with learners and parent/carers to explore next steps. * Work with social care to explore options. * LTA for Job Coaching to work with LSC & employers to support more learners into the workplace on placements. | RO  LP | Mtg time. | VH |  | All learners have secured placement or job opportunity post college. | *Training delivered for SCDS.*  *Close working with SCDS.*  *Work Experience partnerships delivered.*  *LD forum training on PSE.* |
| 3.2 | For all learners and staff to have an increased awareness around equalities and in particular racism. | * Unconscious bias training for all staff. * Undertake audit in liaison with the LA. * Develop site specific action plan for next steps to include curriculum development. | JHu | SLT mtg time. | VH |  | Increased awareness around equalities and in particular racism. | *Training delivered in November.*  *Diversity learning walk in March 23 with Diversity lead.*  *Findings and next steps shared with all staff.* |
| 3.3 | To further develop learner’s well-being through increased engagement with nature. | * Sustainability introduction delivered as part of INSET training. * All staff to review curriculum and develop opportunities for learners to engage with nature. * All staff to have a sustainability target as part as their appraisal. | All staff |  | VH |  |  | *On track.*  *Training delivered and individual staff targets set.* |
|  | **Improvement Area: 4 – Personal Development** | | | | | | | |
| Target | **Target outcome** | **Tasks to achieve outcome** | **Lead, who involved, timescale** | **Resources, finance, development implications** | **Monitoring & support process** | **Success criteria** | **Outcome for learners - improvement** | **Evaluation** |
| 4.1 | Liaise with LA around the provision of a 4th year program. | * Determine increase in employment & independence related work to be delivered in 4th year. * Consider individual needs & aspirations of the learner(s) who may engage. * Offer presented to LA. * Be ready for delivery in September 2023. | RO/VH | DFC – renovate space for delivery.  Funding for program set up.  Recruitment of support staff. | Board | Destination data shows improved adulthood outcomes. | Secures employment or volunteering role. | *Initial plans developed.*  *Dependent on site development.*  *Can be set up and delivered quickly.*  *To be reviewed 23/24* |
| 4.2 | Improve preparation for learner adulthood beyond college. | * Further develop life skills curriculum. * Work with learners and parent/carers to explore next steps. * Work with social care to explore options. * LTA for Job Coaching to work with LSC & employers to support more learners into the workplace on placements. | RO  LP | Mtg time. | VH |  | All learners have secured placement or job opportunity post college. | *Ongoing work on curriculum based on cohort.* |
| 4.3 | Ensure that safeguarding topics are embedded in PSHCE education. | * Audit the PSHCE curriculum against safeguarding areas. * Work with teachers around planning. Look at what it means for different learners so it is relevant dependent on pathway. * Further expand resources. * Training for teachers and staff. * Safeguarding trustee to monitor. | RO (as part as NPQSL) | Funding for resources. | VH/SH | Curriculum in place. | All learners will be as safe as possible when they leave college. | *Audit completed and implemented in planning.*  *Matched with the curriculum.*  *Monitored by safeguarding trustee.*  *Additional resources in place to support need.* |

**Abbreviations**

AR Annual Review

AH Abi Hill

CDM College Development Manager

DoL Deprivation of Liberty

DFC Devolved Formula Capital

DVLC Downs View Link College

ESFA Education & Schools Funding Agency

LTA Lead Teaching Assistant

O&U ‘Onwards & Upwards’ assessment system

RO Raul Ortiz

PPA Planning, Preparation & Assessment time

PSHE Personal, social, health education

SLA Service level agreement

SW Sarah Walker (CDM)

TLR Teaching & learning responsibility (allowance)

UPS Upper pay spine (post Threshold teachers)