

3.1: Ensuring wellbeing, equality and inclusion

Key Priority	Planned Actions	By Whom?	By When?	Other Key QIs	NIF Priority	Evaluation (1.1 & 1.3 key themes)
Ensuring equality and inclusion	Baseline assessment of current inclusion opportunities post covid restrictions	EM/ LD	August 21	1.3, 2.3, 2.4, 2.5, 2.6	2, 3 & 4	
	Timetabling meetings with Leadership team	EM/LD	June 21			
	Consultation with pupils their families and staff re previous opportunities and their value. Survey monkey	EM	August / September 21			
	Reintroduction of groups such as Play Unified	Sports department	August / September 21			
	Opportunities from mainstream pupils to support in Ochil House through work experience and Sports leadership programmes		Ongoing			
	Planned access to mainstream teachers into Ochil House	SLT	August / September 21			
	Planned access to mainstream classes	SLT	As above			
	Planned access to facilities in school including PE and HE	SLT	As above			

	<p>Collegiate activity to develop understanding of relevant policy and inclusive teaching principles</p> <p>Develop understanding of engagement strategies and use of continuum of engagement profile and scale</p> <p>Information sharing with mainstream staff visiting OH or supporting young people in classes</p>	<p>EM/LD</p> <p>EM/LD</p> <p>Class teachers</p>	<p>Planned collegiate activity</p> <p>Planned collegiate activity</p> <p>As required</p>			
	<p>Ensure /encourage participation in extracurricular groups via Lunch club sign ups ,</p>	<p>Class teachers</p>	<p>August / September 21</p>			
	<p>Consideration of information taken from survey monkey Summary of information and identified next steps</p>	<p>EM/LD</p>	<p>October 21</p>			

	<p>Invite mainstream staff to attend information sessions supported by AHPs and EP</p> <p>Audit of effectiveness of information which is shared to Mainstream staff and review as required</p> <p>Inputting evaluations of learning from mainstream staff into Didbook or individualised planning</p>	<p>EM/ EP & AHPs</p> <p>EM/LD</p>	<p>TBA</p> <p>November 2021</p> <p>4 x per year</p>			
	<p>Review assessment of inclusion opportunities</p> <p>Review consultation with families and young people and staff via the survey monkey questionnaire</p>	<p>EM/LD</p>	<p>April/May 2022</p>			

2.3 Learning, teaching and assessment

Key Priority	Planned Actions	By Whom ?	By When?	Other Key QIs	NIF Priority	Evaluation (1.1 & 1.3 key themes)
<p>High quality learning and teaching, based on evidence from pedagogy, focused on meeting individual needs and encouraging aspiration and achievement in all learners.</p> <p>Learners' engagement will be maximized through planning that is responsive to their individual needs</p>	<p>Quality of teaching</p>					
	<ul style="list-style-type: none"> Develop knowledge and practice of staff team around 'How young people learn' through professional reading, collegiate dialogue and training input. 	EM				
	<ul style="list-style-type: none"> Teaching staff - Reading and discussion of research articles in The Routledge Companion to SVP and MLD 	EM	Collegiate		1.3, 2.4, 2.5, 2.6	2, 3 & 4
	<ul style="list-style-type: none"> Teaching staff – sessions with EP, based on developmental learning and how ASN can impact 	EM/EP	September 21			
	<p>Learning and engagement</p>					
	<ul style="list-style-type: none"> Develop knowledge and practice of staff team around curriculum design through professional reading and collegiate dialogue. Aim to develop a curriculum which is innovative, flexible, linked to vocational practice, up to date, and clearly links to employment opportunities and occupational relevance. Embed core skills of learning including English, Maths and other transferable skills. 	EM				
<ul style="list-style-type: none"> Teaching staff – Professional reading in the area of curriculum design for pupils with ASN 	EM	August-October collegiate activity				
<ul style="list-style-type: none"> Refresh and develop knowledge and practice of the staff team around the Nurturing Schools Principles. 	EM/LD					
<ul style="list-style-type: none"> All staff - collegiate learning to refresh the language around the nurturing principles and how we further develop that within Ochil House 	EM/LD	August and February in-service days				

<p>Assessment practices will ensure that assessment is not an activity at the end of a section of work, but a joint activity between learner and teacher that improves learner's achievements</p>	<p>Effective use of assessment Planning tracking and monitoring</p> <ul style="list-style-type: none"> • All young people within BGE will have their own individualised plan, where all aspects of their learning is captured in one place. Staff plan all areas of the curriculum in one document. Staff collaborate to evaluate learning. Initially literacy and numeracy • Streamline form 4s content to only include Barriers to Learning and Multi agency work • Continue to embed and use assessment tools to inform individualised planning • Ensure that young people have a clear understanding of their learning journey • Teaching staff – across year have individual and group dialogue with focus on curriculum design principles for their pupils and attainment • Collegiate calendar developed to identify time frames for attainment discussions, assessments and updating of information 	<p>EM</p>	<p>October 21</p> <p>October 21</p> <p>Ongoing</p> <p>Ongoing</p> <p>3 x individual meetings</p> <p>August 21</p>			
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2.6 Learning teaching and assessment

Key Priority	Planned Actions	By Whom ?	By When?	Other Key QIs	NIF Priority	Evaluation (1.1 & 1.3 key themes)
<p style="text-align: center;">Transitions</p> <p style="text-align: center;">Collaborative planning and delivery</p> <p style="text-align: center;">Continuity and progression in learning</p> <p style="text-align: center;">Arrangement to support learners and their families are in place</p>	<ul style="list-style-type: none"> • Transition information from primary to secondary is shared timeously and information shared is appropriate and pertinent • All families have transition meeting • All new families have information with regards to key staff and children in group • Have information about Ochil House, have access to video tour and have visited building in line with mitigations • All children have planned transition visits and meetings with key staff • Information is received with regards to young person's Learning styles and needs eg; annual report and latest evaluated form 4, communication profile, movement profile and functional skills passports • Post placement meeting is held in August re any outstanding information sharing requirements • Pathways information shared with all new families in August • Individual planning is continued for all young people transitioning in numeracy and literacy. All assessments are recorded via Didbook or learning Journals. • All young people within BGE will have their own individualised plan, where all aspects of their learning is captured in one place. Staff plan all areas of the curriculum in one document. Staff collaborate to evaluate learning. Initially literacy and numeracy 	<p>EM</p> <p>EM</p> <p>EM</p> <p>EM and DF (OT) SM (Physio)</p> <p>EM</p> <p>EM</p> <p>Class teachers</p> <p>Class teacher</p>	<p>June 21</p> <p>June 21</p> <p>June 21</p> <p>June 21</p> <p>August 21</p> <p>August 21</p> <p>From first input</p> <p>October 21</p>	<p>1.3, 2.4, 2.5, 2.6</p>	<p>2, 3 & 4</p>	

	<ul style="list-style-type: none"> • Continue to embed and use assessment tools to inform individualised planning ensure robust tracking and progress in order to support continuity at any transition point. Quality assurance at regular intervals • Deepen engagement with local authority ASN senior phase curriculum pathways group, with aim is to collaborate to increase and develop the range of learning opportunities and qualifications available to young people with ASN. • Curriculum supports enrichment opportunities to develop the individual holistically, to include employability, entrepreneurship • Link with Laura Fowler to build knowledge of variety of post school destinations and ability to offer individualised post school destinations • Engage with social work to clarify and agree on time scale for engagement from transition team and adult services. Clarify roles and remits during transition to adult services. • Engage with parents and services to agree a timeline for information sharing eg guardianship meetings with new adult services etc. 	<p>Class teacher / EM</p> <p>EM/LD</p> <p>EM/LD</p> <p>EM/LD</p> <p>EM/ LD/ LF/ SW rep</p> <p>EM/ LD/ LF/</p>	<p>3 x individual meetings</p> <p>Ongoing meetings</p> <p>August 21 and ongoing</p> <p>As above</p> <p>October 21</p> <p>November 21</p>			
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