



Background Information

- Kilmaron School provides specialist education to meet the needs of learners aged 3 to 18 with complex additional support needs.
- The school serves to support learners from Bell Baxter, Waid and Madras Clusters from Northeast Fife.
- We have 4 classrooms where learners are grouped dependent on needs ranging from P3 to S6
- We are registered as an Early Years provision though currently have no nursery aged pupils.
- Class 1 and 2 age range P3 to S5, Class 3 P7 to S3 BGE, Class 4 Senior Phase.
- Teachers plan in line with curriculum guidelines ensuring that learning experiences are relevant, motivating, and engaging.
- Our location gives us good access to the surrounding community to develop learning opportunities including; supermarkets, shops, café’s, swimming pool, woodland walks, parks and play facilities.
- Planning for all our pupils in Kilmaron is personalised and differentiated to meet the needs of learners. Progress is tracked and reported in line with Education Scotland Milestones for Complex Learners and the Benchmarks.
- Pupils in the senior school access SQA National level 1 courses and level 2 units, or Personal Achievement Awards as appropriate.
- The staff: pupil ratio enables pupils to follow a bespoke timetable with a balance of personal targets, BGE entitlements or SQA courses, and health needs.
- SIMD profile – 1= 2 pupils, 2 = 5 pupils, 3= 6 pupils, 4 = 8 pupils and 5 = 2 pupils.

Vision Values and Aims Our commitment is to develop youngsters who are Successful & Confident and who, through their individual abilities to participate & develop independence, are seen as both Effective & Responsible. Within the spirit of Curriculum for Excellence, building on strengths and interests, using a range of person-centred, creative and innovative approaches to teaching and learning, we aim to be Getting It Right for Every Child in the school. The staff and pupils of Kilmaron School strive to maintain a safe, happy, positive and purposeful school where parents and visitors are always welcome.

Self-evaluation



<p>Though our self-evaluation we identified 4 key priorities:</p> <ul style="list-style-type: none"> • Assessment of learner need to better support planning. • To increase parental engagement and collaboration to improve consistency for our learners. • Supporting our learners to share preferences and promote pupil voice. • To support staff wellbeing and pastoral support 	<p>Over this year we plan to:</p> <ul style="list-style-type: none"> • Engage with other specialist provisions to improve our procedures and for moderation. • Participate in learning partnerships to look at quality assurance procedures. • Engage with Supporting Learners Service to increase our use of AAC and technology to support pupil voice. • Collaborate with AHP’s, parents and stakeholders to review our school processes and increase formalised ways to collaborate 	<p>This year our focus is ensuring systems are robust and effective in order to ensure we have the foundations for further development in:</p> <ul style="list-style-type: none"> • Refresh our curriculum planning and pathways. • Developing the senior phase including links with Bell Baxter • Further develop our systems based on evaluation from this year. <p>An ongoing focus on our environment and facilities.</p>
---	---	---

Session 2023 -2024 Improvement Plan

National Improvement Framework Priority: Improvement in children and young people’s health and wellbeing NIF Driver: Assessment of children’s progress				
Focused Priority: All learners will have a personalised learning journey based on robust assessment of need which will encompass home and health priorities and barriers to learning.				
HGIOS4 Quality Indicators			HGIOASL Quality Indicators	
2.4 Personalised support, 3.2 Raising attainment and achievement			2.4 and 3.2	
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
<p>All learners will have a personalised learning journey targeting specific barriers to learning based on robust assessments and profiling. - as a result almost all will achieve 100% of targets relating to social communication, emotional regulation and sensory/ physical needs</p> <p>Increased collaboration with parents, carers and allied health professionals to co-create relevant targets impacting on skills for life and learning.</p> <p><i>**part of a 2 year plan which will progress to curriculum pathways and progression in year two</i></p>	<p>Introduction of and training in the use of assessment and profiling tools</p> <p>Introduction of a new PLP format based on the assessment and profiling tools</p> <p>Training for all staff in profiling and assessment tools: sensory profiles, social communication framework, communication access audit, emotional regulation progression and life skills progression.</p> <p>Creation of new policy around PLJ and share with parents and stakeholders</p> <p>Create annual review process for all learners</p>	<p>Training sessions delivered by HT.</p> <p>New tools shared from SLS and Fife ASC toolkit.</p> <p>Class teachers to lead teams with professional dialogue.</p> <p>RC Communication and consultation with parents and create annual review process.</p> <p>RC to write policy (with stakeholders/ parents/ staff/ pupil voice)</p>	<p>Pre and post questionnaires from parents, AHP’s and staff team.</p> <p>Analysis of previous PLP’s versus new PLP’s - are the targets shared, targeting the barriers to learning – feedback sought from parents and AHP’s</p> <p>Collaboration on targets through review process and target setting discussion.</p> <p>All learners will have a Child’s Plan.</p>	<p>Linked to WTA for collegiate sessions across the year.</p> <p>Inset day 1 – initial input on sensory profiling.</p> <p>3 October – introduction of new PLJ format and associated tools for creating first set of targets.</p> <p>October – draft targets to be shared with parents initially then finalised.</p> <p>Evaluate and create new targets Jan and April</p> <p>November - Policy finalised and shared with parents.</p>
Ongoing Evaluation				



National Improvement Framework Priority: Closing the attainment gap			NIF driver: Parental Engagement	
Focused Priority: Aim to increase parental engagement from 26% to 90% through multimedia home/school communication and through sharing targeted interventions to improve consistency across 24 hours to improve outcomes for learners				
HGIOS4 Quality Indicators			HGIOASL Quality Indicators	
2.5 Family Learning 2.7 Partnerships			2.5	
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (<i>Triangulation of Evidence/QI Methodology</i>)	Timescales
<p>Increased parental engagement to 95% through sharing learning specific to child.</p> <p>Increased consistency in approaches and strategies between home and school leading to increased success rates in targets (f 90% of targets achieved through consistent approaches)</p>	<p>Introduction of Seesaw to share learning and improve home/ school communication. Training sessions for staff on the use of Seesaw.</p> <p>Parent information shared to have all parents engaging with Seesaw for home school communication and sharing learning.</p> <p>Open afternoon sharing learning strategies in targeted interventions identified by staff and parents.</p> <p>Fortnightly sharing of video highlighting learning style or strategy for all learner's as a minimum – daily contact</p> <p>Regular newsletters, social media updates, parent workshops and events throughout the year</p>	<p>Training for staff and administrative set up of Seesaw (RC)</p> <p>Ongoing support for staff on Seesaw (CD Seesaw ambassador)</p> <p>Guidance created by CD and RC</p> <p>All staff to support open afternoon. Each teacher to lead on specific strategy/ intervention</p> <p>All staff with teachers taking lead JH Facebook</p>	<p>Increase in parental engagement to 95% from base line of 26% (based on diary engagement and questionnaire)- data gathered from Seesaw will show all parental engagement.</p> <p>Move from paper based written diaries to multimedia platform should increase understanding of strategies and parental views on home school communication. Only 26% of parents engaged in a questionnaire about communication where home/school was rated at 3 (out of 5)</p> <p>Feedback from parents and staff about new approach to PLP and shared approach to targets</p>	<p>By October have system set up and administrative aspects set up</p> <p>November inset to share training with staff and share guidance with parents/ carers and start use.</p> <p>January open afternoon (in collegiate calendar)</p> <p>Events and contact ongoing throughout the year</p>
Ongoing Evaluation				
This should be updated as part of on-going cycle of self-evaluation				

National Improvement Framework Priority: Placing the human rights and needs of every child/. YP at the centre of education NIF Driver: School Leadership				
Focused Priority: Introduction of processes to support staff wellbeing and pastoral support including PRD, de-briefing protocols, and peer support model.				
HGIOS4 Quality Indicators			HGIOASN Quality Indicators	
2.1 safeguarding and child protection 3.1 Ensuring equity and wellbeing			1.4 Staff wellbeing and pastoral support, 3.1	
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
Systems in place to provide wellbeing and pastoral support increasing staff morale, confidence. As a result, learners needs will be impact through professional dialogue Reoccurrence of incidents will reduce due to increased opportunities for de-briefing and analysis Increased awareness across the school of current issues increasing flexibility to support	Regular monthly CALM practices scheduled where there are opportunities to discuss specific issues. De-briefing protocols following incidents to be co-created with staff team. Regular whole school opportunities to highlight support needs/ demands in classes to raise awareness and respond flexibly as a school to wider need. Introduction of peer support model.	RC to lead as CALM instructor Working party to lead (PSA and teacher) Whole school staff meeting time (allocated by RC) Rc to lead and whole staff to facilitate	Self-evaluation highlighted need for increased collaboration/ awareness as a whole school. Currently no protocols/ de-briefing or practice discussions Feedback will be sought in June to measure impact. Using QI methodology to track data based on incidents recorded and expectation of a reduction – pilot to target one specific pupil per class for data Track and monitor absence rates for staff	Collegiate calendar in place includes monthly CALM sessions, PRD and staff meetings to discuss issues throughout the year. August – working groups to be formed. Protocols by October Inset February Peer support model to be introduced term 4 as part of SCI.
Ongoing Evaluation				

National Improvement Framework Priority: Placing the human rights and needs of every child/. YP at the centre of education NIF Driver: teacher professionalism				
Focused Priority: All learners will improve their ability to communicate a preference through skill development and targeted interventions				
HGIOS4 Quality Indicators			HGIOASL Quality Indicators	
1.5 Management of resources to promote equity 3.3 Increasing creativity and employability			3.2 and 3.4	
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
<p>Impact on staff confidence will ensure strategies to elicit pupil voice and support communication of preference will be incorporated into daily activities.</p> <p>All pupils will have access to individualised supports and engaging activities to promote attention and choice making appropriate to their needs.</p> <p>All staff will have an increased understanding and use of technology and AAC to support pupil voice.</p> <p>Learners will have a range of ways to communicate choice and preference regarding school</p>	<p>Staff training through collegiate calendar on IPAACKS to inform and profile AAC knowledge and skills.</p> <p>Assessments and guidance sought from ATSS (SLS) to enhance use of technologies to facilitate communication 2 teachers take lead with technologies including switch training</p> <p>2 lead teachers access attention autism training and disseminate knowledge.</p> <p>Training for all on talking mats</p> <p>Senior class take lead on RRS award</p> <p>Pupil council to be reinstated</p>	<p>RC share and support access to IPAACKS</p> <p>SLS RFA from HT</p> <p>JM and SM to lead</p> <p>FP and FM to lead</p> <p>RC to deliver</p> <p>JH to lead</p>	<p>IPAACKS measuring tools for understanding will show an increase in skill level (based on 4 stages) initial assessment data and follow up following intervention. Starting point of 0</p> <p>Increase in staff confidence using alternative methods of communication and technology to support. Target setting to include technology for pupils where appropriate - measured through planning and tracking meetings discourse – increased ability Joint attention tracker will track data for attention autism input using SCERTS framework</p> <p>Achievement of award</p>	<p>Linked to WTA for collegiate sessions across the year.</p> <p>August – switch training</p> <p>Sept – December RFA to SLS and time to implement/ purchase resources based on advice</p> <p>AA training in Term 3 dates to be confirmed</p> <p>Term 3 talking mats training</p> <p>RRS to be worked on throughout the year</p>
Ongoing Evaluation				

Attainment Fund Rationale Increase pupil voice through developing skills in attention, preference and digital technologies		Amount of Fund £11,500	
There is a gap in the schools resourcing around technologies and resourcing to promote pupils voice and preference. This includes supporting the staff to recognise how to facilitate preference and having appropriate technologies and activities to engage learners and developing the prerequisite skills required from the pupils.			
Expected Impact	Interventions Planned	Measure of Success (Triangulation of Evidence/QI Methodology)	Impact on learners Ongoing evaluation Dec/June
<p>Intervention 1 By June 2024 staff will increase knowledge and understanding of strategies to promote attention and preference.</p> <p>Class 1 will be able to demonstrate preference through digital switch technologies</p> <p>Class 2 and 3 will show an increase in joint attention (see SIP) through attention autism activity development</p> <p>Class 4 will increase use of AAC to communicate preference</p>	<p>Intervention 1 Develop the staff skills in creating opportunities to build pupil attention and show preference through staff training in: * attention autism * switch skills. * talking mats * IPAACKS</p> <p>Intervention 2 Increase the use of motivating multi-sensory activities with cognisance to accessibility by purchasing:</p> <ul style="list-style-type: none"> • Switch activities • Sensory equipment • Sound to light equipment • Attention 'grabbers' for AA training <p>Intervention 3 Sensory training package from Hirstwood training - £995 for Big Bundle year long training package plus 2 x £600 for two twilight sessions plus sensory equipment – Calaiswood sensory room refurb items plus additional for classes Sensory equipment for playground</p>	<p>Staff awareness and understanding will be measured through completed IPAACKS training with all staff achieving level 3 as minimum.</p> <p>Joint attention trackers will show progress for pupils sharing attention (see SIP)</p> <p>Staff will create individualised preference record sheets for each pupil to highlight progress (proforma as basis)</p> <p>Increase in targeted use of sensory room, sensory programmes and use of materials</p>	

Attainment Fund Rationale Raise engagement in community-based learning experiences	Amount of Fund £6,500		
Across the school we have a number of pupils and families who find it more difficult to access opportunities in the wider community due to complexity of needs, financial barriers and behavioural. We will use additional funding to provide support for identified activities and provide supported opportunities to practice skills during the school day.			
Expected Impact	Interventions Planned	Measure of Success (Triangulation of Evidence/QI Methodology)	Impact on learners Ongoing evaluation Dec/June
<p>All pupils will be able to access different activities in the wider community through practicing skills and appropriate staffing.</p> <p>Parents will participate with pupils and staff on community-based activities</p>	<ul style="list-style-type: none"> • Access to wider community-based activities including RDA, swimming, shopping, soft play, trips related to contexts for learning with in house class café as practice for those unable to access wider community initially. • Additional PSA hours for local community events such as Cupar Gala, Duck Race, Christmas events. • Parent support to school day community activities (paid entry) • Funding to create class café for parent groups to increase family engagement in the school, family links, family learning opportunities (nursing team and staff team to deliver sessions on sleep, diet, toileting programmes) and parent council. 	<p>Attendance and engagement with community-based activities will increase.</p> <p>All pupils will access an appropriate community-based activity across the year</p> <p>Parental engagement in the school will increase – observations and parental voice in the school. Impact on learners across 24 hours through success in targets.</p>	

Attainment Fund Rationale Ensure full breadth of curriculum and access to appropriate physical education	Amount of Fund 4,500		
Due to the school environment and the complexity of the pupil's needs, it is not possible for our learners to access the required amount of physical education within the building. Evidence from last session showed a marked increase in pupil engagement and skills in Music from employing a music specialist.			
Expected Impact	Interventions Planned	Measure of Success (Triangulation of Evidence/QI Methodology)	Impact on learners Ongoing evaluation Dec/June
<p>Targeted children will access swimming on a weekly basis with support from a swimming instructor where possible to ensure 2 hrs of physical education is met</p> <p>Targeted pupils will engage in whole class music lessons developing tone, rhythm, pitch and responses</p>	<p>Intervention 1</p> <ul style="list-style-type: none"> Weekly swimming sessions available for all pupils where appropriate Employ a swimming instructor to support sessions and provide plans for each pupil Development time for the coach to create plans and link to progression award scheme <p>Intervention 2</p> <ul style="list-style-type: none"> Fortnightly sessions with Music instructor Employ Music instructor and provide planning time to develop programmes of work for each class group with appropriate differentiation. <p>Intervention 3</p> <ul style="list-style-type: none"> Physical education access resourcing 	<p>Pupil engagement and progress through award scheme to be recorded.</p> <p>Evidence of pupil plans and development work</p> <p>Pupil engagement and progress through sessions</p> <p>Moderation of both sessions from observations and progress</p> <p>Purposeful structured outdoor play experiences for all pupils</p>	<p>What has been the impact?</p>

