

<p>Peebles High School Leadership Policy Paper</p>	 <p>One Peebles</p>	<p>Wisdom Compassion Integrity Justice</p>
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<b>Title</b>	Enhanced Provision Leadership Framework
<b>Quality Indicator</b>	3.1 Ensuring Wellbeing, Equity & Inclusion
<b>Strategic Lead</b>	Mel Haldane
<b>Date</b>	August 2024
<b>Vision</b>	<p>The Enhanced Provision at Peebles High School (The Glen) offers individualised curricula for young people with complex learning needs, which meet the learning, sensory and communication needs of all. In our safe, nurturing environment we plan and deliver learning experiences that encompass social, emotional and life skills which support our young people to work across a variety of contexts and environments and ultimately enable them to lead as independent a life as possible. We do this by:</p> <ul style="list-style-type: none"> <li>• Planning, supporting and practising transitions</li> <li>• Recognising behaviour as communication</li> <li>• Meeting our learners where they are developmentally</li> <li>• Creating a safe classroom base</li> <li>• Building strong relationships as the key to our nurturing approach</li> <li>• Recognising the importance how we use language, whether verbal, written, signed, symbolised or objects of reference</li> <li>• Creating learning opportunities which reflect personalisation and choice</li> <li>• Creating plans that have the learner's needs, strengths, choices at the centre</li> <li>• Providing opportunities to achieve National Awards and alternative awards</li> <li>• Supporting learners through BGE to S6 and then into adult services</li> <li>• Creating a total communication school</li> <li>• Developing relationships and inclusion of parents/carers</li> </ul>
<b>Outcome Statement 2024-25</b>	<p>The Enhanced Provision will focus on individual curricula that enable our diverse range of learners to thrive, be accepted, celebrated and embraced by our school community. The programmes of learning will be engaging and relevant, drawing on the strengths of the individual, whilst supporting their needs. The plans are over Early (including Milestones), First and Second Levels and this year the progression</p>

	<p>through or across levels will be tracked, as well as linking to National Awards.</p> <p>The teaching and additional needs staff will continue to develop their expertise in specific conditions- (specifically Down Syndrome this year), health needs and relevant interventions, sharing knowledge and support throughout the school.</p> <p>Enhanced Provision staff, pupils and Buddies (from across year groups) will begin to create a total communication school. Visual packs relevant to subject areas will be used in wider school, visuals across school building and lanyards will be shared and used.</p> <p>Enhanced Provision pupils will access wider school (particularly from S3-S6) opportunities specifically designed to suit them in collaboration with our teaching staff, ANAs and wider school curricular areas.</p> <p>As pupil numbers have increased from 8 to 16 from August 2022 to present, the department will devise new ways to best utilise staff and learning environments until the new school is complete.</p> <p>Duty calls which were daily in October 2022 (decreased to zero by April 2023) will be projected to remain at zero, with continuing use of strategies and interventions which prevent pupil dysregulation.</p> <p>Opportunities for ANAs to develop their own skills and interests within the learning environment will be encouraged. This will increase engagement, commitment and enthusiasm for the department and decrease absence. The sense of Team will be nurtured and promoted by PT, teachers and staff, which will have a positive effect on pupils.</p>
<p><b>What?</b>  <b>How?</b>  <b>When? Who?</b></p>	<p><u>Who?</u></p> <p>Enhanced provision PT, teachers and ANAs, families, Buddies, pupils, other school staff eg Janitorial staff/office</p> <p><u>What?</u></p> <ol style="list-style-type: none"> <li>1. Faculty Improvement Plan</li> <li>2. Enhanced Provision planning</li> <li>3. Consistent communication with families/carers eg through Learning Journals</li> <li>4. Teachers and ANAs becoming "expert" in specific areas which will impact on department and wider school understanding of disability and approaches to learning.</li> </ol>

	<ol style="list-style-type: none"> <li>5. Intervention planning, tracking, monitoring of progression and wider experiences across the curriculum.</li> <li>6. Continuous assessment of learning throughout the year and recording impact on school, family and community life</li> <li>7. Celebrating achievement through our end of term family/carer celebrations, National Awards, whole school awards, visibility on social media</li> <li>8. Pupil voice, conversations and target setting for all, but especially nonspeaking learners</li> </ol> <p><u>How?</u></p> <ol style="list-style-type: none"> <li>1. Simon Breakspear's Clarify Canvas and Rapid Action Plan</li> <li>2. Forward planning over 3 blocks, however, also responsive planning, tracking how we cover all areas of the curriculum both in class and in wider school and through S1-6</li> <li>4. Teacher distributed leadership, Professional Development Reviews and evaluation feedback.</li> <li>5. ANA voice in planning</li> <li>6. Pupil Talking Mats and feedback, parent/carer feedback</li> <li>7. Facebook, Department Celebration awards, Learning Journals</li> <li>8. Connecting with AHP, CAMHS to improve staff knowledge and how we can involve approaches in class</li> </ol>
<b>Parent input</b>	Via Learning Journals, drop off/pick up chats, regular meetings and reviews
<b>Pupil input</b>	Enhanced Provision pupils build strong relationships with staff and have ongoing "conversations" in their own way, to contribute to next steps in their learning.
<b>Next Steps 2025-26</b>	<ol style="list-style-type: none"> <li>1. Continue to improve the wider school classes - increase departments involved</li> <li>2. Develop relationships with AHP etc</li> </ol>