

Context

Hawkswood Primary and SEMH provision is a 20 place Pupil Referral Unit with an 8 place SEMH provision for children with EHCP's. Children attend the school from mainstream settings across the London Borough of Waltham Forest and beyond. The school offers spaces to neighbouring boroughs where there is no suitable provision locally to meet the needs of the child.

As part of the offer to local schools Hawkswood Primary offers 10 nurture provision places for children in KS1, which comprises of a 3 day per week placement at Hawkswood and 2 days per week at their mainstream school. During the 20 week placement, the Hawkswood Nurture teacher will support mainstream colleagues to develop strategies, knowledge and understanding of how best to support the child's needs, enabling them to reach their full potential.

Due to the nature of a disrupted school experience, enter the provision with gaps in knowledge and understanding, many children also have significant difficulties with their social, emotional and mental health.

| | | | |
|---|------------|--------|------------|
| Percentage of the school receiving pupil premium: | 75% | | |
| Percentage of the school with EHCP's: | 66% | | |
| Percentage of the school with EAL: | 0% | | |
| Percentage of the school Boys: | 75% | Girls: | 25% |

Ofsted

The schools last inspection was in January 2019, where it continued be **Outstanding in all areas**. Key issues raised from the last inspection were:

- Work more closely with local mainstream schools to create a network of local providers that responds to current and predicted needs, and maintains successful re-integration

Staff turnover

Until December 2019 staffing has remained relatively constant, due to a financial restructure in 2020 there was 25% staff turnover and a new reduced leadership team.

Budget

The school carries a historical financial deficit and is projected to be in deficit at the close of the 20/21 financial year, albeit a significantly smaller deficit than in previous years (projected £39,000).

Following a recent, independent review it has been recognised that places are and have been significantly underfunded. The school has worked with the LA and schools forum to address the shortfall in funding, which will be increased to £23,000 (just below the London average) per AP place on 1st April 2021.

An initial forecast demonstrates that the school will operate a surplus budget from 2021/22, however this is dependent on adequate funding for places being in place for pupils with EHCP's who currently receive the lowest level of funding across the school.

Historical KS2 data

| | Reading | | | | Writing | | | | Maths | | | | Contextual Information |
|------------------------|---------|------|----|-----|---------|-----|----|-----|-------|-----|----|-----|--|
| | WT | ARE | GD | APS | WT | ARE | GD | APS | WT | ARE | GD | APS | |
| 2020 Full Cohort | 0% | 100% | 0% | n/a | 60% | 40% | 0% | n/a | 20% | 80% | 0% | n/a | No SATs COVID 19 based on teacher assessment |
| 2019 Full Cohort (5) | 100% | 0% | 0% | 92 | 100% | 0% | 0% | 91 | 100% | 0% | 0% | 90 | |
| 2019 EHCP (5) | 100% | 0% | 0% | 92 | 100% | 0% | 0% | 91 | 100% | 0% | 0% | 90 | |
| 2019 Pupil Premium (2) | 100% | 0% | 0% | 89 | 100% | 0% | 0% | 87 | 100% | 0% | 0% | 87 | |
| 2018 Full Cohort (5) | 60% | 40% | 0% | 96 | 40% | 60% | 0% | 97 | 100% | 0% | 0% | 93 | 20% < 10 marks ARE writing 90% ,10 marks ARE Maths |
| 2018 EHCP (3) | 67% | 33% | 0% | 94 | 67% | 33% | 0% | 93 | 100% | 0% | 0% | 90 | |
| 2018 Pupil Premium (3) | 33% | 67% | 0% | 99 | 33% | 67% | 0% | 98 | 100% | 0% | 0% | 93 | |
| 2017 Full Cohort (5) | 80% | 20% | 0% | 93 | 60% | 40% | 0% | 95 | 80% | 20% | 0% | 91 | 40% <3 marks ARE reading 40% <10 marks ARE Maths |
| 2017 EHCP (2) | 100% | 0% | 0% | 89 | 100% | 0% | 0% | 92 | 100% | 0% | 0% | 86 | |
| 2017 Pupil Premium (2) | 100% | 0% | 0% | 90 | 50% | 50% | 0% | 96 | 100% | 0% | 0% | 80 | |

Historically children who attend Hawkswood PRU for some or all of Year 6 and sit their SAT's tests at the school, typically perform better in reading and consistently perform less well in Maths. Our curriculum has been designed to support accelerated progress in Maths and Writing in order to remedy this.

Hawkswood Primary Key Outcomes for 2021

| GOAL 1 - Outstanding quality of education | GOAL 2 - Outstanding Leadership and Management | GOAL 3 - Outstanding personal development | GOAL 4 - Outstanding behaviour and attitudes | GOAL 5 - The Centre of excellence for outreach support, across WF and beyond |
|---|--|---|--|---|
| <p>1.1. The curriculum offer meets the wide ranging needs of all groups of CYP, including their academic, vocational, social and emotional needs. The curriculum can be delivered on-site or virtually, without additional workload for staff.</p> | <p>2.1. There is a clear, ambitious vision and strategy regarding the future direction of HWP; to provide high quality education and support for the most vulnerable CYP across Waltham Forest and beyond.</p> | <p>3.1. All students have access to a wide range of opportunities and experiences, which develop their talents and interests. In particular, also promoting their extensive personal, social, cognitive, creative, physical and health development.</p> | <p>4.1. Safeguarding is paramount. All appropriate identification and safeguarding measures are in place to ensure CYP are safe.</p> | <p>5.1. A clear triage and admissions model is in place, which enables us to play a significant role in meeting the needs of CYP with behaviour and SEMH needs in WF and beyond.</p> |
| <p>1.2. Teaching, learning and assessment is effectively implemented. Assessment is used to inform learning and therapeutic support to enable pupils to make rapid progress in areas where there are gaps in knowledge. We work with parents to support closing gaps through home learning.</p> | <p>2.2. There is clear leadership and accountability at all levels and opportunities for staff to develop. The effective impact of which best supports the safeguarding, progress and outcomes of all children, as well as the wellbeing of staff.</p> | <p>3.2. HWP recognises the diverse backgrounds, experiences and range of influences upon children; we support pupils' improvement in their awareness and understanding of diversity, tolerance, equality of opportunity, healthy relationships, active citizenship, through the wider curriculum.</p> | <p>4.2. Leaders, staff and pupils create a calm, positive trauma informed environment, where expectations are known and understood by all. Positive attitudes and a respectful school culture are evident.</p> | <p>5.2. The clarity of our future traded services model and 'extended local offer' is shared with all stakeholders for the benefit of supporting the progress of vulnerable CYP across WF and beyond.</p> |
| <p>1.3. Students achieve success and outcomes, commensurate to their needs. Pupils recognise and celebrate the progress they have made in key skills and broader aspects of the curriculum.</p> | <p>2.3. The transition through restructure is complete. New roles have enabled a focus on safeguarding, progress and wellbeing and staff feel confident in the security of the school. The school operates within budget.</p> | <p>3.3. ALL pupils and mainstream schools develop the skills, knowledge and attitudes to successful facilitate transition to the next stage of pupil learning at the appropriate time.</p> | <p>4.3. Pupils demonstrate significant improvement in their social and emotional development and attitudes over time, which helps prepare them for successful transition when they are ready. This is regularly celebrated and shared with partner schools and families.</p> | <p>5.3. HWP works in close collaboration with WF LA, schools and other APs regionally and nationally, in order to identify the range of provision available and the gaps in provision in order to meet the wider needs of vulnerable CYP locally.</p> |

GOAL 1 - Quality of Education – current Grade: Outstanding

1.1. The curriculum offer meets the wide ranging needs of all groups of CYP, including their academic, vocational, social and emotional needs. The curriculum can be delivered on-site or virtually, without additional workload for staff. We work with parents to support closing gaps through home learning.

| Key Actions | Lead | Success Criteria | Timescale, Progress & Cost | |
|---|--------------------------|--|---|--|
| 1.1.1 Continue to develop the quality of the curriculum to include broad, balanced, creative curriculum opportunities and personal development. | SLT & all teaching staff | 1.1.1.1 Long, medium and lesson planning in place with connected learning journeys across topics. | - Long and medium term plans in place by October 2020. | |
| | | 1.1.1.2 Curriculum is effectively planned and sequenced to allow children develop and build knowledge and skills in identified subjects - Learning progression map in place. | - Lesson plans in place at the start of each 6 week cycle throughout the year. | |
| | | 1.1.1.3 Curriculum centred around rich core texts enables development of key and essential broader skills. | - Cost – development time £1500 for new texts and resources. - Art in education training for staff £600 | |
| | | 1.1.1.4 Review of curriculum planning and profroma's | - April and July 2021 | |
| Key Actions | Lead | Success Criteria | Timescale, Progress & Cost | |
| 1.1.2 Develop and embed the use of G-suite to support efficient planning and delivery of lessons on site and remote learning. | Strictly | 1.1.2.1 Reconditioning of school devices (within IT support package to enable remote learning for children without devices at home. | August/September 2020 | |
| | 3BM | 1.1.2.2 Staff training for all staff on g-suite and google classrooms. | - September 2020 G-suite training £50 | |
| | LM | 1.1.2.3 Device audit with all children and Training for children on google classrooms. | - Staff to gradually introduce g-suite to children by November 2020 be using Google classrooms to support learning in class (practice for children) | |
| | NFG & LM | 1.1.2.4 Allocation of home device, home school agreement in place. | - Where required children have laptops to take home by November 2020. | |
| | All staff | 1.1.2.5 New on-line planning and teaching resources, designed to reduce workload but increase opportunities for seamless shared teaching. | - New planning and teaching resources in place by November 2020. | |
| | RK | 1.1.2.6 New platform for storing and sharing planning on g-suite | - G-suite planning space created and organised by November 2020. | |
| 1.2. Teaching, learning and assessment is effectively implemented. Assessment is used to inform learning and therapeutic support to enable pupils to make rapid progress in areas where there are gaps in knowledge. We work with parents to support closing gaps through home routines and learning. | | | | |
| Key Actions | Lead | Success Criteria | Timescale, Progress & Cost | |
| 1.2.1 New assessment policy and procedures support the holistic development of pupils and the recording/reporting of progress, to combine IEP, report, pupil profiles and | SLT & Teaching staff | 1.2.1.1 Current assessment/feedback policies reviewed to reduce duplication simplify assessment and ensure data is used to inform pupil progress. | - Review of baseline and assessment policies by October 2020. | |
| | | 1.2.1.2. New consistent approach to baseline assessment and regular feedback/assessment of children implemented. | - New policies in place by December 2020 | |
| | | 1.2.1.3 New reporting to parents and mainstream school proforma designed and implemented, including annual | - In place by December 2020 | |

| | | | | |
|--|--------------------|--|--|--|
| data drops. | | calendar of data drops and reporting (in line with 6 week learning blocks) | | |
| Key Actions | Lead | Success Criteria | Timescale, Progress & Cost | |
| 1.2.2 All provision outcomes for children with EHCP's or access to enhanced provision built into data drop and reporting process. | LM & support staff | 1.2.2.1 LSA's delivering interventions to work with LM to devise progress recording mechanisms for profiles (including precision teaching, arithmetic etc.). | - Review of progress recording for each intervention that feeds into reporting and evidence files by February 2021 | |
| | | 1.2.2.2 Provision map proforma to be finalised as part of the new single recording, LSA's and external staff delivering interventions to feedback updates for children's profiles. | - Provision maps to be in place by February 2021 | |
| Key Actions | Lead | Success Criteria | Timescale, Progress & Cost | |
| 1.2.3 We work with parents to support closing gaps with home routines and learning. | LM and Lead staff | Schedule of parent engagement sessions is in place, consultation with parents on needs and wishes was considered to form the content. | By April 2021 | |
| | LM and Lead staff | Parents are engaged in parent sessions at Hawkswood including sessions with CAHMs, precision teaching lead, reading lead, numeracy lead and behaviour lead. | By June 2021 | |
| 1.3. Students achieve success and outcomes, commensurate to their needs. Pupils recognise and celebrate the progress they have made in key skills and broader aspects of the curriculum. | | | | |
| Key Actions | Lead | Success Criteria | Timescale, Progress & Cost | |
| 1.3.1 Praise system in place helping children, families and mainstream partners to recognise achievement and progress | All staff | 1.3.1.1 Hawkswood Hero's added to behaviour policy all new systems and processes in place. | - review and adaption of behaviour policy to include Hawkswood Hero's praise system by end of September 2020. | |
| | | 1.3.1.2 Hawkswood Hero's used consistently by all staff to celebrate and share progress of individual children commensurate to needs and personal achievement. | By November 2020. | |
| | | 1.3.1.3 Assembly moved to Wednesday afternoon encompassing weekly Hawkswood Hero awards | Cost of new certificates and stickers £40, from October 2020 – with adjustments for COVID. | |
| | | 1.3.1.4 Pupil profiles to include evidence of best work to share with parents and mainstream schools. Parents and Mainstream schools invited to open days | From November 2020 and ongoing | |

GOAL 2 - Outstanding Leadership and Management – Current Grade: Outstanding

2.1. There is a clear, ambitious vision and strategy regarding the future direction of HWP within the Hawkswood Group; to provide high quality education and support for the most vulnerable CYP across Waltham Forest and beyond.

| Key Actions | Lead | Success Criteria | Timescale, Progress & Cost |
|--|-----------|--|---|
| 2.1.1 Work with other schools in the group to define a new vision as schools combine and work closer together. | ELT & SLT | 2.1.1.1 New vision and mission statement for Hawkswood Group, Primary and Secondary. | By December 2020 |
| | NFG | 2.1.1.2 New operational leadership team in place at Antlers Hill, with clear understanding of roles and responsibilities across and within both schools. | By January 2021 |
| | LM | 2.1.1.3 Website update to reflect the new format of the schools. | By January 2021 |
| | AHOLT | 2.1.1.4 All staff are clear about the new vision and what this means day to day and how they contribute. | By May 2021 |
| Key Actions | Lead | Success Criteria | Timescale, Progress & Cost |
| 2.1.2 Explore and expand alternative SEMH provision for vulnerable children. | NFG & JC | 2.1.2.1 Visits to other therapeutic schools to explore the development of therapeutic offer for HW Primary and Secondary. | By December 2020 Delayed by COVID – planned for March 21 |
| | AHOLT | 2.1.2.2 Embed new therapeutic practices across the schools, utilising all local and site resources. | By May 2021 |

2.2. The transition through restructure is complete. New roles have enabled a focus on safeguarding, progress and wellbeing and staff feel confident in the security of the school. The school operates within budget.

| Key Actions | Lead | Success Criteria | Timescale, Progress & Cost |
|--|------|---|----------------------------|
| 2.2.1 New staffing structures in place, all staff are clear about their role, expectations and line management. | ELT | 2.2.1.1 Competition of the internal HWG restructure, which represents value for money and within new projected budget. Full staff consultation throughout the process and HT expectations meetings to shape and share new JD's. | By November 2020 |
| Key Actions | Lead | Success Criteria | Timescale, Progress & Cost |
| 2.1.2 New staff are appointed into vacancies to support current gaps in provision and support teaching and learning. | ELT | 2.2.1.2 Recruitment for vacancies into the school ensuring that we have a diverse team who are able to meet the needs of children. | By January 2021 |

2.3. There is clear leadership and accountability at all levels and opportunities for staff to develop. The effective impact of which best supports the safeguarding, progress and outcomes of all children, as well as the wellbeing of staff.

| Key Actions | Lead | Success Criteria | Timescale, Progress & Cost |
|---|-------|--|---|
| 2.2.2 All staff have clear responsibilities and accountability for their own and shared elements of | AHOLT | 2.2.2.1 All staff aware of the SDP and the part they play in improving the school and outcomes for children. Staff feed into the SDP through initial consultation and performance management/professional development conversations. | Headlines by September 2020 Individual professional development conversations first round by November 2020 |

| | | | | |
|-------------------------------|-----------|---|---|--------|
| school and pupil development. | All staff | 2.2.2.2 Schedule of professional development conversations and peer support and review in place for all staff to monitor and review progress, achievement and support needed. | Schedule in place by November 2020 | Yellow |
| | NFG | 2.2.2.3 All staff trained in coaching and mentoring methods to support a self-improving approach to school development and professional development. | Coaching and mentoring session in February 2021 | Red |
| | AHOLT | 2.2.1.3 Induction for new staff, including volunteer roles has been designed and implemented to ensure that staff are clear about safeguarding responsibilities and systems. | By October 2020 and on going | Green |

GOAL 3 - Outstanding personal development – Current Grade: Outstanding

3.1. All students have access to a wide range of opportunities and experiences, which develop their talents and interests. In particular, also promoting their extensive personal, social, cognitive, creative, physical and health development.

| Key Actions | Lead | Success Criteria | Timescale, Progress & Cost |
|---|------------------|---|-------------------------------|
| 3.1.1 New curriculum and timetable includes personal development opportunities. | All staff | 3.1.1.1 Pupils will have opportunities for personal development in each 6 week cycle of learning. Staff will arrange trips and visits linked to each topic. | By October 2020 and on-going |
| | JG | 3.1.1.2 Children will attend local events and competitions to explore their locality and develop resilience. Schedule and annual plan of evens in place on school calendar. | By December 2020 and on-going |
| | NFG /LM & Police | 3.1.1.3 Children will have the opportunity to be involved in a uniformed organisation as part of the Hawkswood Junior Police Cadets after school club. | By February 2021 |

| Key Actions | Lead | Success Criteria | Timescale, Progress & Cost |
|---|-----------|---|---|
| 3.1.2 Timetable will explicitly create time for children to explore personal, social, cognitive, creative, and physical and health development. | JG | 3.1.2.1 Daily PE sessions to cover individual, team and competitive sports, children to attend local sports competitions (virtually through COVID). | By April 2021 |
| | All staff | 3.1.2.2 Staff to feel confident to deliver new and specific outcomes across the arts. PDM's to cover expected outcomes and resources for learning. | By April 2021 – New Specialist Art Teacher appointed May 2021 |
| | All staff | 3.1.2.3 New topics to embed creative and artistic skills to enable children to express themselves in a range of ways | By April 2021 |

3.2. HWP recognises the diverse backgrounds, experiences and range of influences upon children; we support pupils' improvement in their awareness and understanding of diversity, tolerance, equality of opportunity, healthy relationships, active citizenship, through the wider curriculum.

| Key Actions | Lead | Success Criteria | Timescale, Progress & Cost |
|--|-------|---|---|
| 3.2.1 New curriculum to include RSE, diversity and equality through core texts and planned activities, including LA RSE programme. | AHOLT | 3.2.1.1 Staff to feel confident to deliver the new RSE curriculum, PDM's to cover expected outcomes and resources for learning. | By April 2021 |
| | AHOLT | 3.2.1.2 New RSE curriculum embedded and timetable includes circle time to provide reflection opportunities. | RSE curriculum by April 2021 Circle time by January 2021 |
| | AHOLT | 3.2.1.3 New curriculum to embed a range of texts and references to expose children to BAME writers, topics and lived experiences of the BAME community. | By October 2020 |
| | AHOLT | 3.2.1.4 Annual calendar to include cultural celebrations from a range of faiths and cultures. | By November 2020 |

3.3. ALL pupils and mainstream schools develop the skills, knowledge and attitudes to successful facilitate transition to the next stage of pupil learning at the appropriate time.

| Key Actions | Lead | Success Criteria | Timescale, Progress & Cost |
|---|------------------|--|--------------------------------|
| 3.3.1 Clear reintegration timetables in place for all | LM & new teacher | 3.3.1.1 HWP and mainstream partners work to successful timeframes to support children and reintegrate them with little | By September 2020 and on-going |

| | | | | |
|---|----|---|---------------|--|
| children on 20 week placements, agreed with mainstream schools within 3 weeks of joining HWP. | | disruption to their educational journey. | | |
| | LM | 3.3.1.2 Create a standard model for reintegration at KS2 to match the previous successful model at KS1 – explore how this will be funded if not included in the enhanced funding. This will include behaviour strategy plans and training for schools before pupils return full time. | By March 2021 | |
| | LM | 3.3.1.3 Transition programmes in place for graduates, utilising the support of CAHMs and EP services. | By May 2021 | |

GOAL 4 - Outstanding behaviour and attitudes – Current Grade: Outstanding

| 4.1. Safeguarding is paramount. All appropriate identification and safeguarding measures are in place to ensure CYP are safe. | | | |
|---|----------------|---|--|
| Key Actions | Lead | Success Criteria | Timescale, Progress & Cost |
| 4.1.1 DSLs have completed training and feel confident in their ability to lead safeguarding across the school. | NFG & LM | 4.1.1.1 New DSL's in place and have undergone training. | By October 2020 |
| | OL, NFG & LM | 4.1.1.2 Full handover has taken place from Executive Safeguarding leader to new DSLs following restructure. | By October 2020 |
| Key Actions | Lead | Success Criteria | Timescale, Progress & Cost |
| 4.1.2 Staff feel confident about safeguarding policy and procedure and how this applied in the day to day running of the school. | LM | 4.1.2.1 Regular cycle of safeguarding training is in the calendar and shows staff confidence in policy and procedures. | By September and On going |
| | LM | 4.1.2.2 Safeguarding inductions for new staff and volunteers have been planned and are in place for induction weeks. | By September and On going |
| | LM | 4.1.2.3 All staff are clear about the part they play in safeguarding including admin (CSR), DSLs, support staff and teachers. | By September and On going |
| 4.2. Leaders, staff and pupils create a calm, positive trauma informed environment, where expectations are known and understood by all. Positive attitudes and a respectful school culture are evident. | | | |
| Key Actions | Lead | Success Criteria | Timescale, Progress & Cost |
| 4.2.1 Engagement in learning is high; topics are based around children's interest and spark curiosity. | SLT & Teachers | 4.2.1.1 Children's interest are included in the planning of topics | By September 2020 |
| Key Actions | Lead | Success Criteria | Timescale, Progress & Cost |
| 4.2.2 All staff feel knowledgeable about trauma informed approach, and understand how to embed practices. Children are engaging in opportunities presented by staff. | SLT | 4.2.2.1 All staff have attended Trauma informed schools training. Follow up training and review has been planned to explore how practices have been embedded. | By October 2020 |
| | All staff | 4.2.2.2 Safe spaces have been identified to help children self-regulate and manage in challenging situations. | By March 2021 |
| | All staff | 4.2.2.3 The curriculum includes opportunities for children and staff to develop safe and secure relationships. | By October 2020 |
| | Teachers | 4.2.2.4 Circle time has been embedded and children know that they have time to talk and express their thoughts and feelings. | By January 2021 |
| 4.3. Pupils demonstrate significant improvement in their social and emotional development and attitudes over time, which helps prepare them for successful transition when they are ready. This is regularly celebrated and shared with partner schools and families. | | | |
| Key Actions | Lead | Success Criteria | Timescale, Progress & Cost |
| 4.3.1 Children understand and can use zones of | All staff | 4.3.1.1 Staff have undergone zones of regulation training. | By June 2021 – Local provider unable to deliver until September 2021 due to MAT leave. |

| | | | | |
|--|--------------------|---|------------------|--|
| regulation and can use it as a tool to support emotional regulation both at HWP and their mainstream school. | LM & Support staff | 4.3.1.2 Resources have been developed to enhance the learning environment in supporting children with visual prompts regarding self-regulation. | By July 2021 | |
| | All staff | 4.3.1.3 Children have been taught how to use zones of regulation and know how to use the tools around them. | By July 2021 | |
| | All staff | 4.3.1.4 Regulation is one of the Hawkswood Hero skills and is celebrated at weekly assembly. | By December 2020 | |

GOAL 5 - The Centre of excellence for outreach support, across WF and beyond

5.1. A clear triage and admissions model is in place, which enables us to play a significant role in meeting the needs of CYP with behaviour and SEMH needs in WF and beyond.

| Key Actions | Lead | Success Criteria | Timescale, Progress & Cost |
|--|------|--|------------------------------|
| HWG are involved in the task and finish group to explore the future HWG offer to WF schools through the AP strategy. | ELT | HWG have engaged and influenced the future of HWG in delivering as part of the WF AP offer to schools | By October 2020 and on-going |
| | ELT | There are clear procedures and policies relating to admissions, which is supported by an SLA from WF. | By April 2021 |
| Key Actions | Lead | Success Criteria | Timescale, Progress & Cost |
| HWG are ready to offer places to children beyond WF. | ELT | Marketing and pricing for commissioned places at HWG schools is in place and ready to share with schools and services outside of WF. | By March 2021 |
| | ELT | HWG are actively marketing places across SEND and AP networks. | By June 2021 |
| | ELT | The enhanced offer supports the financial sustainability of the group. | By October 2021 |

5.2. The clarity of our future traded services model and 'extended local offer' is shared with all stakeholders for the benefit of supporting the progress of vulnerable CYP across WF and beyond.

| Key Actions | Lead | Success Criteria | Timescale, Progress & Cost |
|---|------|--|----------------------------|
| Local AP strategy offer is in place through pooled funding agreement. An enhanced offer is available to schools who require additional support and development. | ELT | HWG explore opportunities to support schools through an 'extended' offer. Through schools consultation we have identified a market for training and support for schools. | By March 2021 |
| | ELT | Marketing and pricing for an extended offer is in place and ready to share with schools in and beyond WF. | By March 2021 |

5.3. HWP works in close collaboration with WF LA, schools and other APs regionally and nationally, in order to identify the range of provision available and the gaps in provision availability which would support meeting the wider needs of vulnerable CYP locally.

| Key Actions | Lead | Success Criteria | Timescale, Progress & Cost |
|---|------|--|----------------------------|
| HWG offers additional SRP to meet the needs of children locally and in neighbouring boroughs. | ELT | HWG have conducted local and region research to explore the gaps in provision e.g. SEMH, ASD, day 6, and where other local provisions have closed. | By March 2021 |
| | ELT | HWG have a business plan to offer SRP provision places as part of the WF AP strategy and for neighbouring boroughs. | By June 2021 |