

Context

Hawkswood Secondary Therapeutic is a 20 place therapeutic provision for pupils with tier 2 and tier 3 mental health needs, with a 6 place SEMH provision for pupil's with EHCP's. Pupil's 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.

The school offers a 20 week placement which aims to support young people to understand and manage mental health and associated barriers to learning. We have a small specialist team who work closely to support mainstream colleagues to develop strategies, knowledge an understanding of how best to support the child's needs, enabling them to reach their full potential and return back to mainstream school.

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

Autumn Term 2022 data

Percentage of the school receiving pupil premium:	29%			
Percentage of the school with EHCP's:	21%	In Progress:		18%
Percentage of the school with EAL:	4%			
Percentage of the school Boys:	18%	Girls:	64%	Non-binary: 18%

Ofsted

The schools last inspection was in October 2017, where it was judged **Good 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 and a change in the operational methods of curriculum delivery, there was 62% staff turnover and a new leadership team, shared with Hawkswood Primary, replaced the previous leadership team. In January 2021 the school moved away from on-line learning through a remote virtual learning platform to face to face live teaching. The current teaching staff have been in place for 12 months. The Deputy Headteacher who has been at Hawkswood for a year will go on maternity leave for 1 year in October 2022.

Budget

The school carries a historical financial deficit. School leaders have successfully managed current budgets and despite the historical deficit have achieved a surplus budget in the last financial year and project a surplus budget for the next three years.

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

Historical data

Hawkwood Secondary School PRU 2021 GCSE and equivalent results	Waltham Forest AP * (2020)	National Average AP ** (2020)	Hawkwood Secondary 2021	Hawkwood Secondary 2022
Year group / (number in cohort)				6
% of pupils who achieved 9-4 Eng & Maths	22.3%	10.5%***	50%	50%
% of pupils who achieved 9-1 Eng & Maths	Not available	Not available	100%	100%
% of pupils who achieved 9-4 Eng		30.1%	50%	100%
% of pupils who achieved 9-1 Eng		94.6%	100%	100%
% of pupils who achieved 9-4 Maths		28.6%	71.4%	50%
% of pupils who achieved 9-1 Maths		94.1%	100%	100%
% of pupils who achieved 5+ 9-4 or equivalent GCSE grades inc. Eng % Maths			28.6%	50%
% of pupils who achieved 5+ 9-1 or equivalent GCSE grades inc. Eng % Maths			100%	50%
Art 9-4		49.1%	100% (1 pupil)	67%
Art 9-1		93.4%	100%	100%
Combined Science 9-4		27.6%	28.6%	60%
Combined Science 9-1		94.8%	100%	100%

<https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-4-performance-revised/2019-20> - published 26 November 2020

* [KS4 local authority alternative provision data](#)

** [KS4 GCSE subject alternative provision data](#)

*** [KS4 national data](#)

Hawkswood Secondary SDP Key Outcomes for 2022-25

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 includes opportunity for PSHRSE, character and personal development. Where possible pupils connect with their mainstream curriculum.</p>	<p>2.1. There is a clear, ambitious vision and strategy regarding the future direction of HWS; to provide high quality education and support for the most vulnerable CYP across Waltham Forest and beyond. We work closely with parents, carers and families, mainstream schools, AP's, colleges and apprenticeships to ensure pupil's progress from Hawkswood to next steps in their education career.</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. The enrichment curriculum provides opportunities to gain vocational certification.</p>	<p>4.1. Safeguarding is paramount. All appropriate safeguarding measures are in place to ensure CYP are safe. Pupils attend school regularly and specific mental health related non-attendance is carefully managed with CAMHS BACME and SC partners. The therapeutic team support the engagement of pupils with mental health related non-attendance.</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 informs teaching and interventions in reading, writing and maths to ensure rapid progress in areas where there are gaps in knowledge and skills. Targets are clear and pupils and families know where they are with their learning.</p>	<p>2.2. There is clear leadership and accountability at all levels and opportunities for staff to develop, learn and progress. The effective impact of which best supports learning, safeguarding, progress and outcomes of all children, as well as the wellbeing of staff.</p>	<p>3.2. HWS recognises the diverse needs of pupils experiencing chronic mental health challenges. The school has developed a therapeutic access programme which enables pupils to re-engage with education through therapeutic learning as a pathway to engagement in the core curriculum.</p>	<p>4.2. Leaders, staff and pupils create a calm, positive trauma informed environment, where expectations are known and understood by all. Mental Health is supported by a range of staff, including trainee therapists and CAMHS therapists. Positive attitudes and a respectful school culture are evident, pupils know how to keep themselves and others safe.</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. Pupils achieve success and outcomes, commensurate to their needs. Vocational learning and certification form part of the enrichment curriculum. Pupils recognise and celebrate the progress they have made in key skills and broader aspects of the curriculum.</p>	<p>2.3. The school structure encourages retention of inspirational practitioners. Aspiring middle leaders are provided with the support and encouragement to undertake professional development including NQPs. A middle leadership structure has been created to support effective development and retention.</p>	<p>3.3. ALL pupils and mainstream schools develop the skills, knowledge and attitudes to successfully facilitate transition to the next stage of pupil learning at the appropriate time. We work with families and mainstream schools to develop an understanding of learning and mental health needs.</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. HWS 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: Good

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 includes opportunity for PRSHE, character and personal development. Where possible pupils connect with their mainstream curriculum.

Key Actions	Lead	Success Criteria	Timescale, Progress & Cost
1.1.1 Continue to develop the quality of the PRSHE curriculum, embedding the Jigsaw scheme, twice yearly RSE dropdown weeks, evidencing learning and subject leader development.	DHT / JRD	1.1.1.1 Jigsaw scheme is used effectively and enables pupils to develop the knowledge and skills needed to be safe and successful in life, the curriculum offer and delivery is reviewed termly with PRSHE teaching team.	From September 2022. £1,200 per year jigsaw costs and resources.
	JRD	1.1.1.2 The Subject Leader has taken on the Jigsaw coherently planned and sequenced learning journey, which has been adapted in how it is delivered by the team, which meets the needs of pupils at Hawkswood Secondary who move in and out of the provision. This includes weekly lessons and termly drop down sessions to ensure key sessions are delivered with all pupils.	By January 2023. Subject Leader time.
	NFG / JRD	1.1.1.3 The Subject Leader is part of a wider professional network who share good practice and has the opportunity to meet with professionals from other local schools to develop their Subject Leadership where this is not their specialism.	By January 2023. Subject Leader time and cover costs £600 per year.
	JRD	1.1.1.4 Learning is captured and evidenced using a variety of means including adapted learning objective sheets in books and 'subject portfolio' which reflects learning through discussion, debate and groupwork.	By April 2023. Subject Leader time and new 'subject portfolio' for each year group £120 per year.
Key Actions	Lead	Success Criteria	Timescale, Progress & Cost
1.1.2 Where possible, pupils connect with their mainstream curriculum during personal study curriculum and homework. Allowing them to maintain learning in non-core subjects, where their well-being allows.	DHT	1.1.2.1 Induction and review meetings are scheduled and shared with pupils, families, mainstream and AP placements officer at the beginning of the placement. Mainstream schools are actively involved in this process.	By September 2022 and reviewed termly. DHT time.
	DHT / RP	1.1.2.2 Initial induction meetings and reviews involve pupil voice which promotes discussion about re-engagement in the mainstream curriculum as early as practicable for pupils.	By September 2022 and reviewed termly. DHT and TL time.
	DHT / HB / RP	1.1.2.3 Personal study sessions are scheduled onto the timetable, pupils understand the purpose of personal study sessions and utilise them well. Sessions are facilitated by Learning Support Coaches who encourage and celebrate independent learning. Study resources are available to pupils such as library, computers, and laptops etc.	Library completed by September 2022. Personal study Implemented with review points throughout the year to gauge pupils study skills and Learning Support Coach effectiveness.
	All staff	1.1.2.4 Staff use G-Suite to support enhanced learning during personal study sessions in core subjects where pupils do not have mainstream schools or where they have a personalised and reduced curriculum.	Implemented with new staff by Autumn 2 2022. Staff to gradually introduce g-suite to pupils by November 2020 be using Google classrooms to support learning in class

			(practice for pupils).	
1.2. Teaching, learning and assessment is effectively implemented. Assessment informs teaching and interventions in reading, writing and maths to ensure rapid progress in areas where there are gaps in knowledge and skills. Targets are clear and pupils and families know where they are with their learning.				
Key Actions	Lead	Success Criteria	Timescale, Progress & Cost	
1.2.1 Further develop the assessment policy and procedures support the holistic development of pupils and the recording/reporting of progress, to combine IEP, report, pupil profiles and data drops.	SLT	1.2.1.1 Current assessment/feedback policies have been reviewed to reduce duplication, simplify assessment, and ensure data is used well to inform pupil progress for both academic and SEMH outcomes.	Review of assessment policies in Jan 2023 for immediate implementation and then October 2023 as part of new baseline assessment.	
	SLT & SL's	1.2.1.2. New consistent approach to academic baseline assessment on entry (including reading assessments).	By April 2023. Leadership time.	
	SLT / RP	1.2.1.3 Assessments on entry includes holistic self-assessment and target setting to inform a coordinated academic and therapeutic plan for pupils.	By April 2023. Leadership and directed time for staff.	
	SLT	1.2.1.4 New reporting to parents and mainstream school proforma designed and implemented, including annual calendar of data drops and reporting (in line with 6 week learning blocks).	By July 2023. Leadership time.	
Key Actions	Lead	Success Criteria	Timescale, Progress & Cost	
1.2.2 Assessment informs intervention including learning support, tutoring and therapeutic support to ensure rapid progress.	LM & support staff	1.2.2.1 LSA's and tutors delivering interventions have worked with LM to devise progress recording mechanisms which feed achievement of EHCP outcomes (including reading, precision teaching, arithmetic and tutoring etc.).	By January 23.	
	LM & support staff	1.2.2.2 Software to support the recording of SEND progress against outcomes and in line with provision maps have been explored and utilised as necessary.	By April 2023. £1,500 potential cost of SEND progress reporting software.	
Key Actions	Lead	Success Criteria	Timescale, Progress & Cost	
1.2.3 Procedures for target setting have been reviewed and offer opportunities for pupils to be involved in target setting and review. Pupil targets are visible and used to enhance progress.	SS and Lead staff	1.2.3.1 Methods for conferencing with pupils and target setting have been reviewed. Leaders have looked outside the organisation for best practice and, working with staff, have devised policy and procedures which bring together pupil voice and target setting in all subjects.	By April 2023	
	SS and Lead staff	1.2.3.2 Pupils work with the Lead Therapist to identify placement targets and ambitions. Targets setting to support the therapeutic journey towards these targets, is part of the admissions process. These targets form the outcomes of therapeutic sessions. Effective and coherent recording and monitoring of progress against holistic targets is in place and used by therapists.	By April 2023	
1.3. Pupils achieve success and outcomes, commensurate to their needs. Vocational learning and certification form part of the enrichment curriculum. 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 Pupils achieve success and outcomes, commensurate to their needs.	LM & LSC team	1.3.1.1 Pupils with SEND have clear provision maps which are designed to support the achievement of EHCP outcomes. Pupils receive a range of support which is effectively delivered by skilled and well-trained staff. Monitoring and recording of outcomes are	By April 2023	

		effectively planned and systematised. This information is used to update IEP's and feeds into PEPs, PRC's and pupil target setting.		
	SLT & RP	1.3.1.2 Pupils who are school phobic and have previously not attended school are able to engage in a 'therapeutic' access curriculum, which enables them to build up attendance in a low demand environment. These pupils are gradually integrated into the main school to access the core curriculum.	By September 2023	
	SLT / RP & DMcG	1.3.1.3 Baseline assessment triggers early intervention for pupils who need it most. These pupils receive 1:1 and small group interventions and tutoring which accelerated the process of closing gaps in learning.	By April 2023	
Key Actions	Lead	Success Criteria	Timescale, Progress & Cost	
1.3.2 Vocational learning and certification form part of the enrichment curriculum.	SLT	1.3.2.1 Leaders have explored vocational learning programmes which could be delivered in a small provision and have identified a solution which strengthens the personal development curriculum and therapeutic offer.	By April 2023. £2,000 for resources.	
	SLT	1.3.2.2 Staff have been trained in the implementation of vocational learning programmes and have begun to apply these principles in the planning of the personal development curriculum.	By September 2023. £500 for training.	
	All staff	1.3.2.2 Achievement in the vocational learning programme is evident and celebrated across the school, with pupils, families, and mainstream schools.	By January 2024.	
Key Actions	Lead	Success Criteria	Timescale, Progress & Cost	
1.3.3 Pupils recognise and celebrate the progress they have made in key skills and broader aspects of the curriculum.	SLT	1.3.3.1 Praise and reward systems in place, devised in partnership with pupils through school council. Consistently all staff to celebrate and share progress of individual pupil's commensurate to needs and personal achievement.	By April 2023	
	All staff	1.3.3.2 Staff regularly share and celebrate achievement with families through the school newsletter and the school communication app.	By September 2023	

New pupils have a curriculum which includes supported study, providing them with time to connect to their mainstream school, KS4 pupils receive support and learning from mainstream in at least 1 GCSE subject.

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

2.1. There is a clear, ambitious vision and strategy regarding the future direction of HWS; to provide high quality education and support for the most vulnerable CYP across Waltham Forest and beyond. We work closely with parents, families, mainstream schools, AP's, colleges and apprenticeships to ensure pupils progress from Hawkswood to next steps in their education career.

Key Actions	Lead	Success Criteria	Timescale, Progress & Cost
2.1.1 THG is leading conversations which support effective collaborations between SEND and AP. There is active exploration of an expansion plan to meet the growing number of pupils with SEND who require alternative SEMH provision.	ELT & SLT	2.1.1.1 Senior Leaders contribute to system leadership through the AP strategic group and work to understand gaps in local provision which can be serviced by building capacity and expanding the offer within the group.	Ongoing throughout 2022/23
	ELT & SLT	2.1.1.2 Leaders work closely with the LA & Youth & Family Resilience Team to identify where new ways of working could support the most vulnerable pupils in the borough. Expansion plans are in place to meet the growing needs of pupils in WF.	Ongoing throughout 2022/23
Key Actions	Lead	Success Criteria	Timescale, Progress & Cost
2.1.2 The Hawkswood group have explored options for academisation and have a clear pathway, which has been designed in collaboration with local stakeholders.	Governors & ELT	2.1.2.1 The governors, executive leadership team LA and RSC have undertaken research to identify suitable academisation options for THG as a school carrying a deficit budget.	By June 2023.
	Governors & ELT	2.1.2.2 Significant SWOT analysis has taken place with a range of stakeholders including staff, parents, local academies, and specialist provisions. This analysis enables governors and senior leaders to decide the most appropriate future pathways for the schools and the group.	Throughout 2023/24.
	Governors & ELT	2.1.2.3 The governors and executive leadership team have a change management plan in place for the transformation of THG as an academy (if this remains government policy).	By September 2025.
Key Actions	Lead	Success Criteria	Timescale, Progress & Cost
2.1.3 We work closely with mainstream schools, AP's, colleges and apprenticeships to ensure pupils progress from Hawkswood to next steps in their education career.	NFG/DHT/ RP & staff.	2.1.3.1 Pupils are supported from admission to identify the next steps in their academic and therapeutic journey. Visioning and target setting is used to help pupils develop ambitious goals and focus on achieving them.	By December 2022 and ongoing.
	LM	2.1.3.2 The careers lead works with pupils to ensure that provision is made to explore and inspire positive choices linked to educational progression, including returning to mainstream school, college, and apprenticeships etc. Pupils attend open days and or sessions delivered by local further education and training providers.	By September 2022 and ongoing.
	HBB	2.1.3.4 We with mainstream schools to support EHCP applications, where appropriate and support families to identify appropriate provisions and schools for pupils next steps.	By September 2022 and ongoing.
Key Actions	Lead	Success Criteria	Timescale, Progress & Cost

2.1.4 We work closely with parents, carers and families to share and celebrate learning, also to support parents to understand how best to support their support their child while at Hawkswood and beyond.	NFG/LM	2.1.4.1 All staff have access to an ipad which can be used to celebrate and share learning and progress with parents, carers and families.	By September 2022 - £3,400	
	NFG/LUM	2.1.4.2 All staff have been trained to use class dojo and a guide for parents has been created, which is shared at the admissions meeting.	By December 2022.	
	NFG	2.1.4.3 An acceptable user agreement and policy for class dojo has been created and shared with parents and on our website.	By January 2023.	
	All staff	2.1.4.4 Staff use class dojo regularly to celebrate achievements in school with parents, families and carers, who recognise and celebrate the holistic progress made by their child and potential for the future. This gives pupils and families to be ambitious about the potential next steps as they progress and graduate from Hawkswood.	By February 2023 and on-going.	
	NFG/RP & Support Team	2.1.4.5 Parents engage with our family sessions, which provide opportunities to discuss and develop the skills required to support children who have experienced mental health challenges. Session topics are decided in consultation with parents and driven by need.	By September 2023	
	All staff, led by SO'N	2.1.4.6 The school newsletter provides useful information to parents, carers and families and promotes engagement in school activities. This platform is used to promote the development of pupils in school.	By September 2023	

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

Key Actions	Lead	Success Criteria	Timescale, Progress & Cost	
2.2.1 All staff have clear and accountability for their own and shared elements of school and pupil development.	AHOLT	2.2.1.1 All staff aware of the SDP and the part they play in improving the school and outcomes for pupils. Staff feed into the SDP through initial consultation and performance management/professional development conversations.	By October 2022 and ongoing.	
	All staff	2.2.1.2 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 2022.	
	NFG	2.2.1.3 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 January 2023	
2.2.2 All staff have nominated areas of interest which they develop across the school. They are given time and support to develop their wider school	All staff	2.2.2 All teaching and support staff have self-nominated an area of school development they wish to pursue, including school council, displays, pupil voice, 2 nd subjects etc.	By April 2023 and ongoing	
	All staff	Time and support is provided for staff to research and identify outstanding practice outside of THG, bringing influencing change and innovation within the organisation.	By April 2023 and on-going	

impact.				
2.3. The school structure encourages retention of inspirational practitioners. Aspiring middle leaders are provided with the support and encouragement to undertake professional development including NQPs. A middle leadership structure has been created to support effective development and retention, while keeping the school in budget.				
Key Actions	Lead	Success Criteria	Timescale, Progress & Cost	
2.3.1 Enhanced roles across the school to enable the retention of inspirational practitioners.	ELT	2.3.1.1 The changing needs of the school have been examined in line with potential expansion. Additional responsibilities in line with the development of the school provide staff with the opportunity to apply their expertise across the group and beyond.	By December 2023 and ongoing. Approx. £6,000 per year from 2024/25 financial year.	
	ELT	2.3.1.2 Vacancies which occur naturally are re-shaped to ensure that the school continues to develop in line with changes to the intake.	On-going.	
Key Actions	Lead	Success Criteria	Timescale, Progress & Cost	
2.3.2 A layer of middle leaders is in place and staff receive support and training to develop their expertise in their subject or pastoral roles.	ELT	2.3.2.1 Subject leadership time has been added within directed time to ensure that protected time is allocated to the develop and disseminate outstanding subject knowledge and practice across the school and group.	By Summer term 2021.	
	ELT	2.3.2.2 Subject and pastoral leaders are connected to local networks across the LA and work closely with colleagues from other schools to drive system leadership and outstanding practice in the school and beyond. As a result, our curriculum is well connected to mainstream curriculums reducing the impact of transition between schools.	By September 2023.	
Key Actions	Lead	Success Criteria	Timescale, Progress & Cost	
2.3.4 The school operates within budget and is able to sustain enhanced pay and or release for middle leaders.	NFG / EC	2.3.3.3 NFG and EC to plan a budget with built in contingencies, continuous tracking throughout the year and monitoring spends against budget. The school have moved to FMS and Access to model finances across th4e short and long term to ensure that enhancements to roles do not negate the budget.	By December 2023	

GOAL 3 - Outstanding personal development – Current Grade: Good

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. The enrichment curriculum provides opportunities to gain vocational certification.

Key Actions	Lead	Success Criteria	Timescale, Progress & Cost
3.1.1 The curriculum includes personal development opportunities which support the skills pupils need in life and learning.	SLT and all staff	3.1.1.1 Pupils will have opportunities for personal development in each 6 week cycle of learning. Staff have considered how to embed holistic learning outcomes as part of subject based learning and this is reflected in weekly learning outcome sheets and pupil assessments.	By June 2023 and on-going. Training and support in directed time.
	SLT and all staff	3.1.1.2 New vocational offer will enable a certified personal development programme.	Research Autumn 2022 for implementation in by March 2023. £2,000 per year.
	NFG Teaching staff	3.1.1.3 Schedule and annual plan of evens in place on school calendar including trips, visits, festivals and pupil leadership team. Staff will arrange trips and visits linked to each topic.	By April 2023 and on-going. £1,000 per year from Pupil Premium Budget.
	PSHRSE team	3.1.1.4 PHRSE weekly lessons and twice yearly 'drop down' sessions provide pupils with appropriate and essential knowledge they need to keep themselves safe in a range of situations, including on-line.	Fully embedded and reviewed by July 2023. £1,000 per year for Jigsaw.
	NFG and tutors	3.1.1.5 Pupil leadership team provides pupils the opportunity to begin their journey in personal leadership. They feed into school development and are known as the pupil leadership team.	By December 2022, new leader in place by September 2023. £2,200 TLR payment.
	All staff	3.1.1.5 A range of volunteering opportunities are available during enrichment which provide pupils with the opportunity to apply personal development skills in practice.	By December 2022, new leader in place by September 2023. £2,200 TLR payment.

Key Actions	Lead	Success Criteria	Timescale, Progress & Cost
3.1.2 The curriculum provides opportunities for pupils to gain vocational certification and celebration of achievement.	RW	3.1.2.1 Leaders, staff and the pupil leadership team have researched the most appropriate awards and certifications programmes for pupils at HWS and found a solution which provides widely recognised awards and accreditation for pupils, without addition to the workload of staff.	By April 2023.
	Art teacher	3.1.2.2 Staff have undertaken training to support the roll out of vocational accreditation.	By June 2023. £500 training.
	All staff	3.1.2.3 Pupils are working towards vocational certification, achievement is celebrated with pupils, families, and mainstream schools.	By September 2023 and on-going.

3.2. HWS recognises the diverse needs of pupils experiencing chronic mental health challenges. The school has developed a therapeutic access programme which enables pupils to re-engage with education through therapeutic learning as a pathway to engagement in the core curriculum.

Key Actions	Lead	Success Criteria	Timescale, Progress & Cost
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3.2.1 The school offer and curriculum provides opportunities for therapeutic access programme as pathways to school re-engagement.	NFG & RP	3.2.1.1 Through the pupil leadership team, young people have identified therapeutic activities which would be engaging and motivating. School leaders have considered how this could be implemented and mobilised actions to introduce new therapeutic opportunities for pupils.	By September 2022. <i>School council time. School council identified animal care as a therapeutic intervention. Processes are in place for implantation of small animal centre to be installed in Autumn Term with the summer of – Getting to Know Animals in Chingford.</i>	
	NFG & RP	3.2.1.2 Initial pilot of a therapeutic access programme has taken place, which has provided valuable insight into the impact and future development of a more permanent therapeutic learning offer for pupils with chronic mental health challenges.	By June 2023. <i>£500 from resource budget.</i>	
	NFG & RP	3.2.1.3 Business plan has been created, which has been agreed by governors. This represents an enhanced offer which provides a high impact learning programme for the most vulnerable children in WF with mental health challenges.	By October 2023. Up to £50,000 (capital grant, capital expenditure and historical underspend).	
	NFG & RP	3.2.1.4 The first year of the access programme has taken place and been evaluated. The offer to pupils and impact of Yr.1 has been measured, this has informed plans for Yr. 2 of the programme.	By December 2024.	

3.3. ALL pupils and mainstream schools develop the skills, knowledge, and attitudes to successfully facilitate transition to the next stage of pupil learning at the appropriate time. We work with families and mainstream schools to develop an understanding of learning and mental health needs.

Key Actions	Lead	Success Criteria	Timescale, Progress & Cost	
3.3.1 Clear reintegration timetables in place for all pupils on 20-week placements. Admissions information clearly outlines the 20-week placement and review timelines, which is signed by parents	DHT & RP	3.3.1.1 All stakeholders are clear about the aims of the placement from admission and understand the part they place in ensuring a successful placement. Initial assessments take place at the start of placements to set appropriate placement goals which are reviewed with stakeholders and form the learning and development focus of the placement.	By January 2023 and on-going.	
	DHT	3.3.1.2 HWS, mainstream, families and professionals work to appropriate timeframes to support pupil's and reintegrate them with little disruption to their educational journey.	By June 2023 and on-going.	
	DHT, RP & LM	3.3.1.3 Transition programmes in place for graduates, utilising the support of CAHMs, BACME, EP, SEND, Social Care and careers services. Where a return to mainstream is not deemed appropriate HWS works with professionals and families to identify appropriate pathways for pupils, including working with mainstream partnership to complete EHCP applications.	By July 2023	
Key Actions	Lead	Success Criteria	Timescale, Progress & Cost	
3.3.2 All pupils and mainstream schools develop the skills,	DHT	3.3.2.1 The holistic tracker used to assess pupil need is shared with the mainstream school during transition to obtain a school based assessment, pupils also self-assess during	By April 2023 and ongoing	

knowledge and attitudes to successfully facilitate transition to the next stage of learning.		admissions process. Pupils work with the Lead Therapist and or their form tutor to set and review holistic targets for the placement.		
	NFG	3.3.2.2 Mainstream schools and other AP settings are familiar with the holistic tracker and use it to identify skills, knowledge and attitudes needed to thrive. It is used to support pupils in AP and mainstream schools. Schools understand the value of personal development as part of an inclusive schools approach.	From September 2022 (introduction to mainstream schools), implementation as part of a working party, by June 2024.	

Schedule of parent engagement sessions is in place, consultation with parents on needs and wishes was considered to form the content.

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

4.1. Safeguarding is paramount. All appropriate safeguarding measures are in place to ensure CYP are safe. Pupils attend school regularly and specific mental health related non-attendance is carefully managed with CAMHS BACME and SC partners. The therapeutic team support the engagement of pupils with mental health related non-attendance.

Key Actions	Lead	Success Criteria	Timescale, Progress & Cost
4.1.1 Safeguarding is paramount.	NFG & DHT	4.1.1.1 New DSL's in place and have completed DSL training.	By September 2022 (and on-going and annually where required).
	NFG & DHT	4.1.1.2 All staff, including have completed L1 safeguarding and prevent training.	By September 2022 (and on-going annually where required).
	NFG	4.1.1.3 Governors and volunteers have completed Level 1 safeguarding training during induction.	By October 2022 (and annually on-going where required).
	NFG	4.1.1.4 Safeguarding systems and processes are regularly reviewed: - audits take place termly - policy updated annually (except where change is required during the year, then more frequent) - the safeguarding governor visits twice yearly for observation - SCR is a live document that is constantly updated and reviewed. It is formally reviewed by the office manager and HT weekly.	On-going
	NFG	All staff have access to 1 st Aid training. There are qualified First Aiders across the school.	By September 2022 and repeated in September 2025.
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, which demonstrates staff confidence in policy and procedures.	On-going.
	DHT & RP	4.1.2.2 Safeguarding inductions for new staff and volunteers is thorough and robust and take place on 1 st day of attendance	On-going.
	All staff	4.1.2.3 All staff are clear about the part they play in safeguarding including admin (CSR), DSLs, support staff and teachers. Safeguarding reminders are visible across the school.	On-going.
Key Actions	Lead	Success Criteria	Timescale, Progress & Cost
4.1.3 Pupil's attendance and punctuality is monitored daily and as a result attendance is high and poor punctuality is low.	CC, DHT, RP, HB & NB	4.1.3.1 Systems and processes are in place for daily attendance monitoring. A review of the attendance policy has been conducted with BACME and CAMHS to ensure that the approach taken to support pupils with chronic mental health meets government guidance while meeting needs of pupils and families.	By October 2022.
	HB / RP	4.1.3.2 DHT and Lead Therapist work closely with BACME and	By September 2022 and on-going.

		CAMHS to ensure that poor attendance is managed well and that appropriate action is taken to address this, engaging social care partners where appropriate.		
	NFG	4.1.3.4 Attendance and punctuality is included in the praise and reward system. Pupils are positively encouraged to be in school every day on time.	By April 2023.	
4.2. Leaders, staff and pupils create a calm, positive trauma informed environment, where expectations are known and understood by all. Mental Health is supported by a range of staff, including trainee therapists and CAMHS therapists. Positive attitudes and a respectful school culture are evident, pupils know how to keep themselves and others safe.				
Key Actions	Lead	Success Criteria	Timescale, Progress & Cost	
4.2.1 Leaders, staff and pupils create a calm, positive trauma informed environment, where expectations are known and understood by all.	SLT & Teachers	4.2.1.1 Positive behaviour expectations, based on mutual respect and understanding are set out in the admissions meeting. This is supported by consistent expectations in all areas of school life, through displays and information around the school. The behaviour policy has been adapted to meet changes in government guidance.	By October 2022 and on-going for future updates.	
	NFG	4.2.1.2 A pupil handbook has been created, which helps to guide and reinforce all positive expectations and reduce anxiety and unknowns. This is shared with pupils at the admissions meeting.	By December 2022.	
	NFG & all staff	4.2.1.3 All staff have attended Trauma informed schools, ACE's, de-escalation, and positive handling training. Follow up training and review has been planned to explore how practices have been embedded and annual refreshers are in place.	By September 2022 and updated annually.	
	RP	4.2.1.4 Safe spaces have been identified to help pupils self-regulate and manage in challenging situations. Pupils use the space responsibly and are positively supported to return to class as appropriate.	On-going and reviewed with each new pupil.	
	RP	4.2.2.5 A sensory room is available for pupils with sensory needs for therapeutic intervention and de-escalation. Pupils have been effectively trained in how to use the room and are respectful in self-managing time.	By December 2022 and on-going with each new pupil. £300 set up costs.	
Key Actions	Lead	Success Criteria	Timescale, Progress & Cost	
4.2.2 Mental Health is supported by a range of staff, including trainee therapists and CAMHS therapists.	RP	4.2.2.1 A team of trainee therapists is coordinated and supervised by the Hawkswood Lead therapist. A coordinated offer of 1:1 and group therapies are available to pupils and families with trainees.	By February 2023 and on-going. £400 volunteer lunches.	
	RP	4.2.2.2 On-site CAMHS therapists have a clear rationale for the aims of the work with pupils. There are targeted and time-limited 1:1 sessions in place for new starters and existing pupils who require specialist interventions from qualified CAMHS psychotherapists.	By September 2022 and on-going.	

	RP, LM & LT	4.2.2.3 The SENDCO and Lead Therapist coordinate referrals to our Educational Psychologist to identify barriers to learning and solutions; feeding into EHCP applications or transition back to mainstream as appropriate.	By October 2023 and on-going.	
	NFG	4.2.2.4 In order to meet the needs of the growing SEND cohort, SaLT has been commissioned to support social communication outcomes.	By May 2023. £16,000 annually.	
Key Actions	Lead	Success Criteria	Timescale, Progress & Cost	
4.2.3 Positive attitudes and a respectful school culture are evident; pupils know how to keep themselves and others safe.	All staff	4.2.3.1 The school day includes opportunities for pupil's and staff to develop safe and secure relationships including form morning welcome, time, family breakfast, break & lunch whole school enrichment and special events. Pupils and staff feel safe at school.	On-going	
	DHT & JRD	4.2.3.2 Pupils have access to workshops and visits from external partners who share learning around topics such as prevent, on-line safety, HSB, gangs, drugs, and sexual health etc. Pupils enjoy the sessions and respectfully take on board advice and information which supports their personal safety.	1 st session of the year by October 2023, subsequent sessions on-going and re-planned annually.	
	DHT & JRD	4.2.3.3 The PSHRSE curriculum has been developed and adapted to meet the needs of the cohort, it is proactive and promotes pupil empowerment. Due to the nature of our pupil placements, a twice yearly drop down RSE curriculum week ensures that all pupils who pass through HWS will receive RSE regardless of when their placement started.	Full implementation by December 2022.	
	SLT	4.2.3.4 All pupils have a safeguarding, behaviour, and communications log in their files. A generic school log is in place which presents and overview of racist, extremist, homophobic, violent or HSB incidents. While the number of incidents reported is low, staff take an 'it's happening here' approach to their vigilance around reporting, recording, and managing incidents.	By October 2023 and on-going.	
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 Pupil's understand and can use zones of regulation and can use it as a tool to support emotional regulation both at HWP and their mainstream school.	NFG	4.3.1.1 Staff have undergone zones of regulation training and refresher training, it is actively used to support co-regulation and self-regulation with pupils.	By May 2023.	
	NFG / RP and Support staff	4.3.1.2 Resources have been developed to enhance the learning environment in supporting pupils with visual prompts regarding self-regulation.	By July 2023	
	All staff	4.3.1.3 Pupils have been taught how to use zones of regulation and know how to use the tools around them.	Training completed In Jan 2022 By July 2023	

	All staff	4.3.1.4 Regulation is one of the praise and reward skills and is celebrated at weekly assembly.	By July 2023	
Key Actions	Lead	Success Criteria	Timescale, Progress & Cost	
4.3.2 Pupils understand and respect the school dress code and wear appropriate clothing to school.	All staff and pupils	4.3.2.1 A school dress code has been revised in collaboration with pupils and families. The dress code is discussed during admissions meetings pupils adhere to the code in school. Care has been taken to ensure that the dress code enables pupils to be safe while still promoting their individual identity and sensory needs.	By May 2023	
Key Actions	Lead	Success Criteria	Timescale, Progress & Cost	
4.3.3 Staff feel confident to support the growing SEND and SEMH needs of pupils, including those related to ASC.	LM / NFG	4.3.2.1 Staff have undertaken training on and applying techniques from: <ul style="list-style-type: none"> • Autism awareness • Social Stories and comic strip conversations • Sensory stories • Mental health 1st aid • Zones of Regulation (refresher) (list to be reviewed annually).	By summer term 2023 £2,500 annually	

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, including triage.	ELT	HWG have engaged and influenced the future of HWG in delivering as part of the WF AP offer to schools.	On-going
	ELT	There are clear procedures and policies relating to admissions, which is supported by an SLA from WF. Anomalies are quickly taken back to panel for agreement by heads forum in new procedures required.	On-going
Key Actions	Lead	Success Criteria	Timescale, Progress & Cost
HWG are ready to offer places to pupil's 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 July 2023
	ELT	HWG are actively marketing places across SEND and AP networks.	By July 2023
	ELT	The enhanced offer supports the financial sustainability of the group.	By July 2023
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.	On-going
	ELT	Marketing and pricing for an extended offer is in place and ready to share with schools in and beyond WF.	By July 2023
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 pupil's 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 or have not mobilised.	By July 2023
	ELT	HWG have a business plan to offer SRP provision places as part of the WF AP strategy and for neighbouring boroughs.	By June 2023