



WILLOW DENE SCHOOL
Strategic Development Plan

To develop a creative, responsive key stage 4 curriculum, which builds on the key stage 3 curriculum model, maximises individual strengths and meets statutory requirements.

Overall aims

- To design a model which considers statutory requirements for key stage 4 and delivers relevant elements in a personalised and meaningful way
- To explore and adopt options for accreditation which are CYP centred and which support meaningful next steps in areas of strength
- To extend core aspects of Willow Dene KS3 curriculum i.e. specialist interest afternoons, enterprise projects so that they interface with a KS 4 model which maximises both individual and group strengths and interests
- To develop a plan in preparation for transitions at the end of KS4
- To communicate the rationale for and practicalities of the Willow Dene KS4 curriculum to all stakeholders in a cohesive and understandable way

Strategic Aim	Key tasks	Accountabilities and timescales						Desired impact	
		T1	T2	T3	T4	T5	T6		
To design a model which considers statutory requirements for key stage 4 and delivers relevant elements in a personalised and meaningful way.	<ul style="list-style-type: none"> • To form a working party to become conversant with government guidance for secondary curriculum with particular reference to KS4 • To clearly outline the ethos guiding KS4 curriculum development • To look at interpretation of KS4 curriculum in other special schools via direct contact, SEN forums and social media and to use this information to inform discussions • To agree how additional statutory elements will be included for WD KS4 children. To ensure personalisation and appropriate differentiation and is viable within vertically grouped classes • To agree any changes to existing elements of KS3 statutory curriculum so that there is smooth and manageable progression between KS3 & 4 and a clear rationale for any changes • To consider and amend timetable guidance for KS4 	RH						<p>Key members of SLT will know the government guidance thoroughly and will be able to communicate key headlines. Government guidance and models used in other schools will form the basis of professional dialogue around WD's interpretation of the statutory KS4 curriculum. Statutory KS4 curriculum will be in place and will provide personalised progression, flexibility for differentiation and will be viable in vertically grouped classes. There is a clear rationale for the way in which the statutory KS4 curriculum is taught at WD. Timetable guidance has been amended accordingly.</p>	
		MC	→						
		MR		→					
		CB			→				
					→				

<p>To explore and adopt options for accreditation which are CYP centred and which support meaningful next steps in areas of strength.</p>	<ul style="list-style-type: none"> To invest in AQA unit writing training for one member of staff To consider the merits of the AQA unit award scheme against other accreditation options via the working party To investigate the requirements of GCSE accreditation as an option for an appropriate cohort of children in areas of strength or interest To develop a rationale for the way in which the selected accreditation will be used in order to give equal opportunity to all and how this will be communicated to parents To explore the 'step into dance' program and 'arts award' with a view to using these to supplement the accreditation offer in common areas of strength To further consider options for aspirational but relevant accreditation (including those linked with the Jack Petchey Award) in common areas of strength i.e. food tech & independent living, sports To develop a cohesive accreditation offer rationale document which presents relevant new opportunities for WD CYP, considers their future education and can be easily communicated to stakeholders To map a timeline of actions which will allow a clearly defined accreditation route to be planned for all children 	<p>MR RH MC MR CB</p>		<p>The knowledge and skills set of the existing team will be extended. The merits of alternative options will be considered against the AQA unit award scheme so that an informed decision is made. There is a clear rationale for WD's accreditation route which can be shared with parents. The school has made an informed selection to use supplementary accreditations which are relevant to our CYP and reflect common areas of strength. Beneficial links to the Jack Petchey Award are utilised to best effect. There is a rationale document which clearly states WD's approach to accreditation and how this links to both KS4 and KS3 curriculum models. There is a practical timeline for implementation which ensures that planning is in place.</p>
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<p>To extend core aspects of Willow Dene KS3 curriculum i.e. specialist interest afternoons, enterprise projects so that they interface with a KS4 model which maximises both individual and group strengths and interests.</p>	<ul style="list-style-type: none"> • To use the working party as a forum to identify key impacts of specialist interest afternoons and enterprise projects and how these might be meaningfully addressed in KS4, bringing examples from other schools as a basis for discussion • Identify areas which have not been addressed in the KS3 model and incorporate into KS4 i.e. vocational experience, making a meaningful contribution to society through volunteering, specialist skills • Produce a model which outlines the KS4 core aspects which explains how they interface with KS3 and how and why they are different • Consider and plan for practical implementation both during growth years and when the school is full • Consider an age appropriate extension to the KS3 website blog 	<p>MC RH CB</p>					<p>The school and the LA are working together to implement a system for securing the best appropriate provision for post 16's.</p> <p>There is clarity about the admissions criteria for post 16's. Past parent experience in post 16 transition is taken into account in planning.</p> <p>WD is well informed about other settings and is able to signpost families to information sources</p> <p>Relationships with other settings have been initiated.</p> <p>There is an agreed template for talking to parents 1:1 about post 16 provision, initially at annual reviews.</p> <p>WD has contributed to the outcomes of the MT transition review.</p>
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<p>To develop a plan in preparation for transitions at the end of KS4.</p>	<ul style="list-style-type: none"> To meet with representatives from RBG to identify the relevant options for WD leavers To talk to Greenwich PV about their experiences of supporting children to transition at 16 To visit the settings to ensure that we can support parents with early information requests To gather literature for relevant settings and design a bookmark or card which gives parents useful website addresses To agree a set item for annual reviews of children in KS4 so that parents are given timely information about the onward education of their child To support and contribute to the commissioned Music Therapy transitions review 	<p>RH MR MC</p>					<p>The final curriculum documents are in place ensuring that children have access to a high quality, relevant curriculum which takes into account statutory requirements, individual need and the ethos of the school.</p> <p>Planning follows guidelines, is accessible and facilitates high quality teaching in all areas. There is timetable guidance in place supporting access to a broad and balanced curriculum which meets the needs of the children in a flexible and creative way.</p> <p>There is a whole school approach to contexts for learning for KS4 children. Curriculum enhancements of the highest quality have been secured</p> <p>There is a clear rationale for the WD KS4 curriculum model in place for September 2017. The development of WD KS4 curriculum has a profile within the wider MAT.</p>
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